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ABSTRACT

The conference aims for primary school social studies teaching are: 1) to create an awareness and an understanding of the evclving social and physical environment as a whole, together with the rational use and conservation of these resources for development; 2) to develop a capacity to learn and to acquire basic skills together with the skills of observation, analysis, inference, and critical thinking; 3) to insure the acquisition of relevant knowledge essential for personal and value development; and, 4) to develop an appreciation of the diversity and interdependence of all members of the local international community. The main functions of the school are to promote the acceptance of change and to foster the notion of individual control over the environment. The specific aspects of change are: national integration, problems of rapid economic development, and the promotion of self-confidence and initiative. In this integrated interdisciplinary approach to learning, the teacher's role is to provide experiences which will provoke questions, to provide media, and to assist the inquiry process, centering around learning techniques rather than subject knowledge. Other methodology includes: inservice and preservice teacher education, multimedia instruction, cognitive and affective testing and evaluation, and conference followup. (SBE)

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REPORT OF A
CONFERENCE OF AFRICAN EDUCATORS, EDC AND CREDO
ON SOCIAL STUDIES

HELD AT
MOMBASA, KENYA

19th - 30th AUGUST 1968

SO 000 254

PREFACE

John Haymes Holmes once warned that, 'the life of humanity upon this planet may yet come to . . . a very terrible end. But I would have you notice that this end is threatened in our time not by anything that the universe may do to us, but only by what man may do to himself'. More and more, man's fate is likely to depend not so much upon his skills—the degree to which he is 'literate' or 'numerate'—but rather upon the way he chooses to use or apply such skills.

The wise and just application of technological knowledge about the physical universe, then, depends upon man's understanding of himself as an individual and of the many groups to which he belongs and relates. If one accepts this thought it becomes increasingly clear that the social education of the world's youth is of crucial importance to twentieth century man in all societies, developed and developing. It is in this spirit that this conference was convened.

The sub-group statements, as submitted, are a basic element of this report.

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SOCIAL STUDIES CONFERENCE

MOMBASA, KENYA

1. The origins of the conference

To explain the genesis of this conference it is necessary to refer to the Report of a conference held at the Queen's College, Oxford in 1967.* The aim of the Oxford conference was to explore co-operatively the needs and priorities in curriculum development of the African countries represented, and to consider how EDC and CREDO might jointly or singly assist in meeting them.

The Oxford conference identified a variety of needs at the primary, secondary and teacher training levels. But a consensus emerged on the need to give prior attention to the development of social studies in primary schools. To quote from the report of the Oxford conference:

'The conference resolved:

(*i*) that arrangements should be made for the distribution of information about the existing state of curriculum development in the field of social studies;

(*ii*) that EDC and CREDO should convene, within the next year, a conference of social scientists and educators from Africa, Britain and the USA.'

2. Preparations

So charged, representatives of EDC and CREDO met to discuss ways and means and to reach agreement on participation and on general planning. Following the Oxford precedent it was decided to issue invitations both to Ministries of Education and to individuals in an attempt to ensure that all the countries which had come together at Oxford would be represented at Mombasa. In the event, some 25 African educators met with seven British and six American representatives of the two sponsoring bodies. In addition, observers were invited from UNESCO, The Commonwealth Secretariat, US/AID, the British Ministry of Overseas Development, the Danish Secretariat for Technical Co-operation with Developing Countries, The Ford Foundation, the British Council, the African Mathematics Programme, the African Primary Science Programme and the Overseas Liaison

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*Report of a conference of African educators, EDC and CREDO—obtainable *gratis* from EDC and CREDO.

Committee The list of participants, observers and staff is appended to this report. (Appendix A, p.20).

The invitation to act as Chairman of the Conference was graciously accepted by Dr M. Dowuona, MBE, Commissioner of Education, the Ministry of Education, Ghana.

By way of other preparations for the conference, and in pursuit of the first recommendation of the Oxford conference quoted above, each country was invited to offer a statement on current policies and in addition a number of individuals were also approached and asked to submit their views or to provide the conference with an account of their work. So far as possible these papers were circulated to participants before they met. Other papers became available in the course of the conference. These papers, copies of which can be obtained *gratis* from EDC or CREDO, are listed in Appendix B, (p.23).

It was also anticipated that participants might find it of value to have made available to them examples of new materials recently developed in the US and the UK and to be given the opportunity to see films depicting children working on new lines. An exhibition was accordingly mounted, and films were shown on three evenings. Informal meetings were also held at which members who had undertaken development work in social studies explained their approaches and techniques.

3. Opening address

The Chairman of the Conference welcomed the participants and thanked the sponsors. He said that one of the most encouraging developments in education was the active scientific approach to curriculum development; this was greatly needed in developing countries, where formal education was still largely an imported product. He pointed out that education in the broadest sense was not new in Africa, though formal education was of comparatively recent origin; traditionally the African societies had trained the young so as to enable them to take their place in society.

Although in some ways social studies were even more vital than mathematics and science, relatively little progress had been made in them. There was room for a variety of experiments and there was no lack of subject matter, but there were many problems—not least because emotional issues were involved.

Among the tasks of the conference would be to determine what was meant by social studies; whether an integrated approach should be adopted; what objectives were to be aimed at and how they were to be achieved.

The full text of the Chairman's speech is printed in Appendix C, p.24.

4. Procedure

It was left to the conference to determine its own agenda and procedure, so that discussion would be comprehensive and unimpeded. In the event, the conference decided to meet in plenary session for the first two days and thereafter to work in smaller groups. Plenary sessions were resumed towards the end of the conference to consider the reports of the working groups and the draft of this report. The working groups established dealt with the role of the school in a changing society (Chairman, Professor J. F. Ade Ajayi); the methods to be followed by teachers (Chairman Dr F. O. Okedeji); the implications for the training of teachers, both pre-service and in-service (Chairmen Dr F. F. Indire, Mr Senteza Kajubi and Mr J. A. T. Muwowo); the resources needed (Chairmen Professor B. A. Ogot and Mr S. H. Modisi); the implications for examinations and evaluation (Chairman Mr F. K. Buah).

In view of the importance of teacher education for curriculum innovation and development in social studies it was decided to set up two groups to consider this subject. The first group considered this largely from the point of view of the training and re-training of teachers; the second group from the point of view of a development programme in education.

A group was also established to consider the need for a new approach to social studies, and towards the end of the conference, other groups were set up to consider possible follow-up action and to draft this report.

The reports of all the groups were received and adopted in plenary sessions. They are printed in Appendices D to I. The more important findings of the conference are summarised below.

5. The conclusions of the conference

(1) THE NEED FOR A NEW APPROACH TO THE TEACHING OF SOCIAL STUDIES IN AFRICAN PRIMARY SCHOOLS

The conference discussed at great length various current approaches to social studies* and noted that these can be put into two groups: (*a*) those which merely use the term in relation to the area in the curriculum covered separately by history, geography and civics, and (*b*) those which distinguish social studies from the rest of the curriculum by emphasising the correlation of the content of the three subjects already mentioned. In either case some schools would include in their teaching of the relevant subject matter some elementary ideas of economics, anthropology and sociology as well as some account of the art, religion and culture of their countries and of other peoples.

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*There was a lengthy discussion concerning the question whether 'social science' would be a more suitable term than 'social studies'. It was the view of the conference that a 'scientific' or objective approach provides only a partial solution to the problem. The subject matter and methods of teaching social studies were considered to require not only a scientific, but also a philosophical and psychological approach. The conference was therefore unanimous in retaining the term social studies, rather than the term social science.

It was the general feeling of the conference that a new approach was required, which would demand the eventual integration of the traditional subjects—civics, history and geography—to which must be added elements of anthropology, economics and sociology, and which would also involve manual and physical activities.

It was the belief of the conference that an integrated classroom approach would not only lead to a sounder education of the pupils, but would also inculcate a sense of social consciousness, and of social responsibility, so far lacking in the primary school leaver in most parts of Africa. The new approach to social studies was recommended because of the growing dissatisfaction with the courses provided under the other approaches as regards both content and method.

The content of traditional courses in civics, geography, history and religion is unsatisfactory because it is not correlated in such a way as to reinforce the child's understanding of his whole environment, of his dependence on his past, and of the social organisation required for future betterment. Such a correlation would be a step forward, but even then the approach is too often merely didactic: the teacher tells; the children accept and memorise; they passively absorb factual information; they are not actively involved in their own learning; they are not encouraged to question and to enquire. This approach further discourages the development of initiative, interest, excitement and joy of learning and the wish to learn more; it has greatly reinforced a tendency in the whole educational system to alienate the African child from his environment and his society. It has continued to focus the attention of the African child on a few abstract ideas that are usually unrelated to the economic activities, social aspirations and political goals of his own people.

In the opinion of the conference, the time had come to experiment with new approaches to primary education as a whole and the teaching of social studies in particular. The conference therefore advocated an integrated approach to learning about the world of the child, which would provide him with active experiences, involve him in his own society, and imbue him with a spirit of enquiry and of social consciousness. In this way, the school would become an instrument for community development in both the urban and the rural areas, instead of being merely an agent contributing to the tendency for school leavers to move from the village to the town or city in search of white collar jobs.

Some members of the conference would want to apply this new approach to the whole of the primary school course; others would prefer to begin with the lower half of the primary school course and then gradually extend the new approach to the remaining classes.

(2) THE OBJECTIVES OF SOCIAL STUDIES TEACHING

The objectives of social studies courses were considered at several meetings of the full conference, and eventually the following statement was agreed upon:

> 'Whatever definition is given to the term 'social studies' it is evident that the objectives of social studies must form part of the objectives of primary education as a whole; they overlap the objectives of other elements of the primary curriculum, such as mathematics and science, if these elements are considered to be distinct —though it was not the opinion of the conference that they should be. It is also evident that the objectives will not necessarily be identical country by country. But in any African context it is clear that among them will be the development of social cohesion within the new national political boundaries. This makes it necessary to emphasise particularly the common identity, the common goals, the importance of unity within the nation and of those co-operative group activities through which the genius of the new nation can be expressed.
>
> With these thoughts in mind the following is offered as a statement of aims of social studies:
>
> (*a*) to create an awareness and an understanding of the evolving social and physical environment as a whole, its natural, man-made, cultural, and spiritual resources, together with the rational use and conservation of these resources for development;
>
> (*b*) to develop a capacity to learn and to acquire skills, including not only the basic skills of listening, speaking, reading and writing, and of calculation, but also the skills of hand, together with the skills of observation, analysis and inference which are essential to the forming of sound judgment;
>
> (*c*) to ensure the acquisition of that relevant knowledge which is an essential prerequisite to personal development as well as to a positive personal contribution to the betterment of mankind;

(*d*) finally it is of the utmost importance to develop a sympathetic appreciation of the diversity and inter-dependence of all members of the local community, and of the wider national and international community.

In fulfilling these general objectives, the primary school should give the children opportunities to live creatively, with enjoyment of work and of leisure. To this end, the school should encourage the children to find things out for themselves, to record their discoveries in writing, in drawing, in modelling, in making things and perhaps even in acting, miming and in dancing. Throughout these activities the schools must encourage children to think for themselves, to discuss and to form opinions logically, to appreciate one another and to work hard and honestly together. In this way, it would be hoped to develop:

(*a*) self confidence and initiative, based on an understanding of one's own accomplishments, potentiality, and therefore of one's own worth;

(*b*) powers of imagination and resourcefulness;

(*c*) a desire for continued learning;

(*d*) an appreciation of the essential dignity of man;

(*e*) a sense of compassion for the less fortunate;

(*f*) a sense of respect for and, therefore, a tolerance of the opinions of others;

(*g*) a willingness to accept necessary changes within a system of law and order deriving from the will of the people;

(*h*) attitudes favourable to social, physical, cultural and economic development which will enable the children to participate in the life of the community, and when they leave school to function as innovators in a society in which all members can take a pride.

Neither the general objectives of primary education nor those of social studies in particular can be met unless the school keeps its curriculum under continuous review and allows for the application of ideas and principles through practical work in the community. In this sense it is clear that the school itself is (and should be) and agent of change.'

(3) THE ROLE OF THE SCHOOL IN A CHANGING SOCIETY

In Africa schools will tend to be used in a deliberate way as instruments of social change. The main functions of the school in this process will be both to facilitate acceptance of change and to foster the notion that individuals have some control over their environment; schools should, therefore, encourage an inquiring attitude to change rather than passive acceptance of all kinds of change.

The specific aspects of change that could be dealt with by the new approach to social studies as part of an integrated primary curriculum are:

(*a*) national integration;

(*b*) problems of rapid economic development;

(*c*) the promotion of self-confidence and initiative based on an understanding of one's own worth and of the essential dignity of man.

One major problem facing schools will be how to further social change without causing either disruption in the community itself or the alienation of pupils from their own cultural background.

In order to achieve the goal of national integration, it will be necessary to develop ideals of co-operation and toleration. Other cultures within national boundaries should be studied from as many points of view as possible. This may eventually lead to understanding and tolerance at an international level, but the first objective will necessarily be national integration.

Some African nations have a declared official social philosophy, others have not; but whether national objectives such as economic development are explicit or implicit, the education of pupils may make it possible that the means of achieving the goals accepted by society as a whole will be questioned by the pupils. This kind of questioning of the workings of society is very much part of education for social change and should not be regarded as harmful or dangerous. At the same time co-operation will have to be encouraged at a number of levels: in the classroom, in the school, in the local community (especially by involving parents of pupils in the activities and aspirations of the schools), and between different cultural groups in the country as a whole. It should also be realised that co-operation of this kind does not involve any lessening of the importance of individuals: an individual achieves self-respect and an understanding of his own worth as a human being, by finding his identity as an individual within a cultural framework. To become an individual capable of coping with social change does not mean despising traditional values and institutions. One of the benefits of the new approach to social studies is that it brings about an understanding of one's culture together with the knowledge that no society has ever been totally static or unchanging. It is the way in which change is brought about that could cause instability in a society; the danger of instability may be averted if people develop an awareness of all the processes of change, and sound education in social studies can bring about such awareness.

(4) WAYS IN WHICH THE OBJECTIVES MIGHT BE ATTAINED

(*a*) *Methodology*

The need was affirmed for a new approach to learning in African primary schools based on children's natural points of interest. The traditional 'subject' approach is unrealistic since the child sees the world as one unit and naturally asks questions which cut across artificial 'subject' divisions. The effect of organising the learning process in school by means of an imposed framework might be to discourage the spirit of enquiry among children.

The freer approach advocated allows the teacher to use the child's natural curiosity about his surroundings to further the educational process. The child's interest raises questions; in the attempt to solve these, he develops and uses meaningful skills which increase the productiveness of his enquiry and enable him to communicate the results.

An integrated approach to learning attempts to follow the child's natural ways of learning, viewing the world as a whole, the teachers' role being to provide experiences which will provoke questions, to provide various media through which the pupil can express or record his experiences and to assist the enquiry process by suggesting further lines which might be followed. The teacher's function centres on learning techniques rather than subject knowledge.

There is no reason to suppose that the 'enquiry' approach should be applied to African children in any way differently from elsewhere, but it is recognised that experiment and evaluation would be necessary in order to clarify what the reaction of African children to these techniques would be.

Greater freedom of choice in the classroom would not mean loss of control by the teacher of the most important aspects of the work in his class—the rate and nature of learning. Also his responsibilities would be greater—he must be prepared to meet whatever possibilities might arise with a class pursuing various lines of enquiry and must follow carefully each pupil's individual development, planning ahead so that the pupil's needs can be effectively met. When the 'enquiry' approach is initially introduced the teacher will have to provide a lot of guidance. Greater freedom should become possible as the pupils become more familiar with the method. Obviously a gradual approach is essential.

As regards the suitability of the new approach to various levels or age groups, since the basic need throughout the educational system is to offer conditions for the training of the mind, enquiry-based methods could succeed at any level. Emphases might change from level to level and ultimately the experience gathered by the pupil should crystallise naturally into areas of knowledge approximating to traditional subject divisions. The importance of the enquiry-based method is that it promotes the acquisition of knowledge which is meaningful and develops flexible habits of mind.

The life of the school should provide certain positive experiences which might further the general purposes of an enquiry-based approach to social studies. These experiences may be drawn from the immediate social, economic and physical environment, providing the opportunity to play a positive practical role in the local community; they should provide a social environment within the school in which the pupil would gain experiences which would develop such qualities as leadership, social obligation, responsibility and a sense of justice.

There should however be no predetermined list of notions which are central to social studies courses, it being essential that children should pursue points of interest in an imaginative and thought-provoking fashion rather than be directed along a prescribed programme. Nevertheless, it is essential that social studies teachers should themselves be aware of certain important concepts such as role, value, groups and institutions if they are to help children develop a fuller understanding.

More detailed guidance on teaching methods whereby the ideals set out above might be gradually realised are given in the annexure to the report of the Methodology Group. (Appendix E, p.32).

(*b*) *Teacher Training*

The introduction of new approaches to social studies would involve changes in the education of teachers, both pre-service and in-service, and the establishment of advisory services.

In order to help produce teachers capable of achieving the prescribed objectives of social studies teaching, specially constituted working parties should be constituted within Institutes of Education or similar bodies. These should survey and assess the present position in teaching social studies, build on local initiatives, encourage research and devise appropriate social studies programmes.

Strategies for curriculum development in social studies must depend on circumstances. Two possible alternative strategies were discussed:

1. To link developments in training institutions very closely to a programme of development in schools within a certain area. For this,

working parties might care to consider the three approaches set out below in what is probably a good developmental sequence:

(*a*) the retention and modification of existing subjects;
(*b*) the integration of subjects throughout the lower primary school;
(*c*) an integrated approach throughout the primary school.

2. To set up pilot experiments on a national basis in colleges which seem ready to take a leading part in innovation, linking these experiments closely to in-service education so that young teachers could be placed in situations where the new approaches were already understood.

Pre-service education

From the start it must be emphasised that in all the work of teacher training colleges there must be concern for enquiry-based learning and student participation as a means of encouraging co-operative and creative work for the benefit of the community.

1. Under the first strategy even the first approach is likely to involve considerable changes within teacher training colleges, notably the merging of subject content and methodology courses, co-ordination of subjects and the utilisation of new materials on African studies; however existing departmental structures might be retained provided that there were collaboration between the disciplines.

The second approach, intended to produce teachers of integrated social studies in the first four years of the primary school, may involve further modification of courses in child development, in education and psychology, and the institution of a course in environmental studies and a background study of citizenship and current affairs additional to the changes previously advocated.

The third approach, concerned to provide teachers of children with a school life of some 6 to 8 years, builds upon the foregoing. It involves yet further reduction, or possibly the elimination, of the time allocated to traditional subjects and their replacement by carefully devised courses in development studies and comparative studies. Such courses must include continuous consideration of their relevance to, and utilisation in, the primary school classroom. It is emphasised that the third approach must be undertaken by a highly capable and well prepared college staff.

2. In the second strategy, carefully planned national experiments would be set up to find ways of equipping students with the confidence

and skill to make a success of social studies in a variety of school situations. Since the students themselves must have ample experience of the new approach, the experiments would involve a major reappraisal of the curriculum of selected colleges. The most acceptable plan might be to retain the identity of the existing subjects but to require specialists to collaborate from time to time in a variety of interdesciplinary studies.

The pre-service education for a new approach to social studies should be closely inter-related with a professional training that is orientated towards children, community problems and nation-building. From the outset, therefore, the experiments should draw on local schools and other agencies in the community.

Emphasis on national experimentation should not preclude other colleges from experiment if they wish to move gradually, in ways appropriate to their own circumstances, towards a style of curriculum more in harmony with the new approach.

In-service education

After drawing up programmes for change which would indicate in detail what social, economic and cultural problems it was necessary for the teachers to understand, it would be necessary to train a body of tutors to conduct in-service training courses and to undertake follow-up. At this stage, there might well be scope for regional co-operation to train the tutors. Modest assistance from external sources, such as the provision of one or two tutors or teachers who have had experience in social studies projects overseas, might be needed. Another way in which overseas sources of aid might be asked to help would be in making it possible for the trainee tutors to visit other countries to study relevant experiments.

In this way, tutors would become available in each country to set up pilot schemes in association with training colleges. These schemes would of course involve classroom teachers, head teachers, supervisors and education officers, all of whom would need advice from the tutors.

More detailed suggestions are given in the reports of the two working groups which dealt with teacher training. (Appendices F and G, pages 48 and 55).

(*c*) *Resources and Materials*

Resource materials for Social Studies courses can include or be derived from books, pictures, models, works of art and craft, songs, plays, local institutions and personalities. The sources of such materials can be found both in the child's own immediate environment and in a more organised way in libraries and museums.

The relationship between primary school science, mathematics, and language on the one hand and social studies on the other should encourage the use of some materials and approaches already developed in areas other than social studies.

Detailed consideration was not given to the use of wireless, television, films and film-strips because these media are fairly expensive and are, in some cases, inappropriate in rural areas which may not have electricity. This situation is, however, already changing, particularly with the advent of the low-cost transistor radio and the production of satisfactory battery operated film-strip projectors. As the economies develop, the role of mass media will become increasingly significant and attention will have to be given to their effective use in the field.

To help effective teaching and understanding it is suggested that collections of descriptive material, data, photographs and artefacts should be made. Kits of materials on various subjects could then be developed and made available to schools by museums and other organised bodies. In this connection materials and resource centres on a national, regional or international level could be set up to serve as clearing houses. It is hoped that Ministries or Departments of Education, teacher training institutions and schools will help in collecting and assembling relevant materials about Africa.

Arrangements could with advantage be made to engage specialists to work full-time on the development of materials and help in the setting up of workshops for producing such material.

The full report of the working group which dealt with this subject is printed at Appendix H (page 65).

(*d*) *Evaluation and examinations*

There would be no difficulty in testing the extent to which the objectives in the cognitive domain of new approaches to social studies had been attained, but to evaluate the success of a course in developing desired attitudes would be a much more difficult matter. However, the attempt must be made and carefully designed questionnaires for completion by visitors to classes, by teachers and by pupils should give an indication of the progress made.

With regard to examinations for primary pupils the conference felt that it was undesirable and unnecessary to test social studies in examinations for entrance to secondary schools: too much formal examining would inhibit the initiative of the teachers. However, there ought to be such tests as part of any primary leaving examination, and these should be carefully devised so that they do not lead to formalism and cramming in the classroom. They should test understanding of relationships, judgement of situations, and in an integrated way, as far as possible, knowledge of appropriate elements of the social sciences. Course work should be examined, even though to do so and to maintain common standards would not be easy.

Research should be initiated to devise reliable inventories, valid for the country concerned, which might be used as part of the selection process for entry to teacher training colleges, to ensure the selection of people having the intellectual flexibility, confidence and sensitivity needed to use discovery/activity methods. Obviously it will take a long time to devise such tests—if, indeed, they can be devised; meanwhile, interview boards should be given due weight to personal qualities.

The full report of the working group which dealt with this subject is printed at Appendix I (page 72).

6. Action to follow-up the work of the conference

The approach to the teaching of social studies which this report advocates is far removed from normal practice in most African schools today. Indeed it may well be regarded by some readers as Utopian to imagine teachers working with children in the way described. Yet the approach to the teaching of science at the primary level, and to a lesser extent of social studies, now being tried in a number of African countries is in the spirit of the approach advocated by the conference in this report. And there are many who would agree that the method is winning support and proving its worth. If such methods can be used to some extent, why should they not be more widely used than they are? The conference believed that some countries would wish to try to extend such methods.

It is in the nature of social studies that each country must be entirely responsible for its own programme of development. So, if development is to take place it must take place country by country in ways and at times deemed proper by the Ministries of Education, Institutes and other organisations concerned with change in the school programme.

But this does not rule out mutual assistance among African countries.

Reference to the recommendations of the various groups will show that there is considerable scope for African countries to assist one another, in particular, by exchanging information among themselves, by organising conferences and workshops, perhaps on a regional basis, and by making it possible for individuals to visit other countries to observe experimental work in action. The conference believed that many African countries would welcome such opportunities of working together.

Who then is to take responsibility for providing the machinery for mutual assistance? The ideal answer is a co-ordinating committee of African educators possessing the necessary knowledge and experience to initiate action of various kinds, some of which are listed below.

But such a group could not come into existence without negotiation. Nor could it operate without funds. The possibility of its creation needs to be explored, and even this will take time and money.

Accordingly the conference asked eleven of its members, namely one from each country, to take soundings of Ministries, Institutes and other organisations in their respective countries, and after doing so to meet together as an 'Exploratory Committee' to decide whether the idea of a co-ordinating committee of African educators is a feasible one, or whether the bodies concerned would prefer some other machinery for mutual assistance. If it is agreed that a Co-ordinating Committee shall be established, it shall replace the Exploratory Committee and will consist of one representative from each country concerned.

The conference also invited the sponsors, EDC and CREDO, to provide the funds needed by the members of the 'Exploratory Committee' to enable them to meet.

MEMBERSHIP OF THE EXPLORATORY COMMITTEE

The Conference chose the members of the 'Exploratory Committee' as follows:

Botswana—Mr S. H. Modisi
Ethiopia —Mr M. Dina
Ghana —Dr K. B. Dickson
Kenya —Dr F. F. Indire
Lesotho —Mr S. Thelejane
Malawi —Mr L. B. Mallunga
Nigeria —Mr M. A. Makinde
Sierra Leone—Dr E. W. Blyden
Tanzania —Mr J. E. F. Mhina
Uganda —Mr W. Senteza Kajubi
Zambia —Mr M. Mumbwe

This committee, meeting before departure from Mombasa, appointed Mr Senteza Kajubi as its chairman and convener.

SUGGESTIONS ON THE WORK OF A CO-ORDINATING COMMITTEE OF AFRICAN EDUCATORS

On the assumption that the Exploratory Committee found a positive response to the idea that a Co-ordinating Committee of African educators should be formed, the conference attempted to envisage some of the responsibilities that would fall to such a Co-ordinating Committee. The following possibilities were put forward:

(1) The Co-ordinating Committee should look into the question of how best information and materials on the new social studies could be exchanged.

(2) It should establish appropriate machinery to:

- (*a*) investigate and recommend what forms of additional external aid, (e.g. financial and personnel), could be made available to the Co-ordinating Committee and to countries which may require it;
- (*b*) encourage local programmes of development;
- (*c*) initiate surveys of existing programmes in Africa and elsewhere;
- (*d*) set up or ask other bodies if they would set up a clearing house of information to which all countries could have access;
- (*e*) arrange for meetings, workshops and conferences of those who are concerned with social studies teaching in Africa;
- (*f*) arrange for fellowships and exchanges of personnel both within the African continent and in overseas countries;
- (*g*) encourage the initiation of research, where this has not been done, in such areas as:
    - (*i*) selection of students for teacher education;
    - (*ii*) how children form concepts, with particular reference to social studies;
    - (*iii*) methodology;
    - (*iv*) evaluation and examinations;
    - (*v*) resources and materials.

(3) It would consider the involvement of countries other than those represented at the conference.

7. Relationships with UNESCO

It was brought to the notice of the conference that UNESCO was sponsoring a Regional Workshop on In-Service Training for Primary School Teachers to be held in Nairobi in October.

The conference accordingly resolved:

(*i*) to offer the report of its own findings to UNESCO for distribution and possible discussion at the said workshop;

(*ii*) to invite UNESCO to raise with those attending the question whether the time might be ripe for the formation of a pan-African professional association of interested teachers, supervisors, inspectors, college lecturers, members of Institutes and of Universities, dedicated to the advancement of primary education in Africa.

8. Conclusion

This report will be distributed to Ministries of Education, University Institutes and Departments of Education and to other interested individuals and groups. The task that lies ahead will not be an easy one, but a significant beginning has been made.

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Appendix A

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Appendix B

List of papers submitted to the conference

1. The New Social Studies in the United States—*African Education Program, EDC*
2. Schools Council Project for the Integration of the Humanities, University of Keele—*Professor Godfrey Brown*
3. The Teaching of Social Studies in the Primary Schools of Ghana—*F. K. Buah*
4. Social Studies in Sierra Leone, a personal view—*W. F. Conton*
5. The Humanities Curriculum Project—*CREDO*
6. Schools Museum Services—*CREDO*
7. Suggestions on the Teaching of Social Studies in Primary and Middle Schools in Ghana—*Dr K. B. Dickson*
8. Teaching Social Studies in the Elementary School in Ethiopia—*Nazengia Dina*
9. The Social Studies Programme in Sierra Leone and how it may be revised—*Mrs Georgiana Hedd*
10. An attempt to articulate theory and strategy in relation to the contribution of environmental and social studies to a programme for African schools—*Dr Gladys Hickman*
11. The Social Studies and Nation Building—*W. Senteza Kajubi*
12. Social Studies in Africa?—*G. C. Last*
13. Social Studies and Primary Education in England—*Dr Denis Lawton*
14. The presentation of the Social Studies Text Book, for Forms I and II of the Nigerian Secondary Schools—*M. A. Makinde*
15. The Place of Social Studies in Malawi Primary School Education—*L. B. Mallunga*
16. Social Studies in the Schools' Curriculum of The Republic of Botswana—*S. Modisi*
17. Social Studies in Zambia Primary Schools—*Mbango Mumbwe*
18. Social Studies in the Primary and Middle School—*Professor K. A. J. Nyarku*
19. Some Guidelines for the Teaching of Social Studies in African Primary Schools—*Francis Olu Okediji*
20. The Role of Social Studies in African Education with special reference to Kenya—*Simeon H. Ominde*
21. The Concept of Social Studies for Ghanian Primary Schools, some general concerns—*E. H. Brew Riverson*

Appendix C

Opening address by the Chairman

DR. M. DOWOUNA, MBE, COMMISSIONER FOR EDUCATION, GHANA

It is an honour and a great responsibility to be invited to participate generally in this conference and to be the chairman of its plenary sessions. I am grateful to the sponsors of the conference for giving me this opportunity of meeting so many educationalists from Africa, Britain and America. While it is my aim to learn as much as I can from the conference, as chairman, I think I should put forward a few ideas at the opening session and perhaps be a little provocative and dogmatic in order to stimulate vigorous discussion. I will proceed accordingly.

One of the most significant and encouraging developments in education in the last 15 years or so is the active scientific interest being taken in curriculum development. To say this is not to deny that there have in the past been reviews and modifications of, and experiments in, curriculum, and in the methods of teaching, etc, in the developed countries where formal education has been established for centuries. My statement is meant to underline the increasing *scientific* approach to the curriculum at all levels of education. If the need for curriculum review is increasingly felt in the developed countries, there can be no doubt that a similar review is required even more urgently in the developing countries. The education process, however it may be defined, involves basically the passing on of existing essential knowledge and skills by one generation to the next, while at the same time fostering the intellectual and social growth of the pupils, and training them in judgment and in other ways so that they can contribute to the development of their respective countries.

In a world of rapid advances in the scientific field and of changing social milieux, the content and methods of education cannot but be subjected to thorough and regular appraisal. Moreover, if education is to be effective, teaching methods must take account of the latest ideas of the learning process of children. So the development I referred to at the very beginning of this address is a necessary element in the whole educational process in both the developed and the developing countries. In the case of the latter, there is an added reason why the process of review of curricula should be intensified, because in most of them formal school education is still largely an imported product. The best of the curricula in all such countries still retain exotic elements, vestiges of the colonial past of the countries concerned due to their earlier close association with the foreign countries which had exercised control and direction of the education in these countries. This general statement must, of course, be modified according to the progress made in each country in the adaptation of the content and methods of education to suit local needs and circumstances.

The spell of formal schooling must be broken, so that true education can be established. In this connection it should be realised that, though formal schooling is a novelty in Africa, education in the broadest sense is not new. Indigenous African societies realised the need for integrating the young into their societies and have for generations provided some form of training and education within the framework of their social organisation for their youth so that they can take their place within the community. This fact is often forgotten by the educational enthusiast in dealing with the problems of education in Africa. If the early missionaries, for example, who spearheaded western education in Africa, had consistently made use of and developed the essential elements of traditional education in the formal school curriculum, probably the picture today would have been different. Clearly, modern formal education with its sophistication, its techniques and aids, is more powerful and attractive than anything that the indigenous societies could in the past offer. But it must be remembered that the external aids to education are not the real stuff of education. What matters is whether the individual has been enabled by the educational process to develop his personality and his abilities; and whether he has been successfully integrated into his society and can thus play an effective part in it by helping it to develop further.

These are attributes and end-results of education which, I believe, characterised indigenous education in many parts of Africa in the historic past. Because there was no consistent attempt to base the new education on the old foundations, education today is still largely exotic, and inspired by external forces and ideas. I would like us to bear in mind these facts in our discussions of social studies which offer opportunities for social orientation and integration.

The two organisations, EDC and CREDO, which are jointly sponsoring this conference are to be congratulated for assembling here so many educationalists from America, Britain and Africa to consider an important part of the curriculum—social studies—in the primary school, that is, in the sector of education which affects all who do go to school at all. The same two organisations have played an important part in stimulating and, indeed, in obtaining financial assistance for curriculum development not only in their own countries, but also in parts of Africa. As a result of a conference held in Dedham, Massachusetts, in 1961, there have been new developments in the teaching of mathematics and science in various parts of our continent. Similar developments in other subjects also owe much to the participation and inspiration of these two organisations, as well as of others. The present conference itself is the result of the EDC-CREDO Conference held in Oxford in September 1967.

The field of our immediate concern, namely, social studies, is I think more vital in many ways than, say, mathematics and science, whose practical value as disciplines, and whose relevance to development in the modern world are not in dispute. While fantastic progress has been made in the last 100 years or so in the scientific sphere, relatively little progress has been made in solving the problems of human relations, of community living, due to a lack of knowledge and understanding and of appreciation of the social forces at work in our communities, and as between one community and another.

It is relatively easy, I think, to work out a new curriculum in mathematics or science, and new methods of teaching these subjects so that they can be understood and absorbed more readily by all, except perhaps persons of extremely limited ability. When we come to the human sciences, under which term I would include what, as subject units, we call history, geography, civics, politics, government, etc, we are confronted with a number of problems, not the least being the emotions which their teaching evokes, and the difficulties of attaining the compelling objectivity associated with mathematics and science. Again, when we consider these so-called subject units as one broad sector of education and try to treat them as such, the problems of meaningful integration, of effective teaching and objectivity still remain to be solved.

There is room in the social studies field for a variety of experiments, for whatever definition we give to the term, there is no lack of subject-matter or topics. Indeed the problem will be how to select and co-ordinate.

Granted agreement on a social studies programme, its introduction will require good teachers with a sound and wide background, and specially-trained to initiate it. A scheme prepared some time ago in Ghana could not be operated for various reasons, including the lack of suitable teachers. Social studies presents perplexing situations, requires sound judgement and a feeling for scholarship; otherwise some aspects of the programme, however well conceived, could degenerate, in the hands of some teachers, into propaganda.

From what I have said, you would see that I consider that effective curriculum development in social studies would require greater care and more disciplined thinking than is perhaps necessary in other fields, but I may be mistaken!

It was wise that the more manageable subjects: mathematics, science and language should be taken first so that the experience and general techniques developed can be used in tackling the problems of devising suitable materials and methods of teaching social studies.

This conference is and must be exploratory. We have to consider the various problems that will emerge from our discussions, and come to tentative conclusions as to what we mean by social studies in the primary school. This is the part of the curriculum which must be 'domesticated', this is where we have to incorporate the essential elements of environmental disciplines, including those which deal with the development of man as a 'rational' being and, in the special context of Africa, the cultural heritage of the African people, so as to give the pupils confidence and self-respect.

What, we may ask, should be the main elements of social studies? Some of these I have incidentally indicated with reference to the first question—what we mean by social studies.

Should these, we may ask, be taught as separate elements, though consciously treated as inter-related, or should social studies be treated as a broad 'subject' with closely-related elements? Do we start with an undifferentiated 'subject' and then break it up into its component traditional parts, or should the undifferentiated 'subjects' continue as such throughout the primary school course? The specialists will raise their eye-brows if there is a suggestion that their particular speciality should not be given a distinct identity, but it can be argued that specialisation has meaning only when we are dealing with advanced training and that here we are considering work at the primary level only.

What models can be suggested under one or other of the possibilities given above?

These are broadly some of the topics which, during the next two weeks we shall be studying closely so as to clarify our own minds as members of this conference, in the hope that we can reach a consensus. Whatever conclusions we reach must, as I have said earlier, be tentative. We have to experiment, and evaluate any experiments we may agree to initiate after this conference.

Nothing we do hereafter would be useless, even if it were abandoned later, because any experiments carried out will indicate lines of further advance which we should follow, or the blind alleys leading nowhere, which must be avoided.

The arrangements for this conference will be flexible and democratic, and what we do, and how we set about our business will be the concern as much of all members as of any specific officials that are available. However, in order to co-ordinate suggestions from members or groups, and give general direction to the conference, we should set up a small Steering Committee. We should as a general rule work in small groups, which, after preliminary discussions within the group will pose questions for further discussion in plenary sessions such as this meeting.

To summarise briefly the essential elements of the assignment we are about to embark upon, we should ask ourselves: What do we mean by social studies in the African primary school? WHAT do we want to achieve by its study? HOW do we intend to achieve our objectives, and then we should go further and ask ourselves who is to carry out the experiments that we may consider necessary, and where they should be carried out.

If we are to make any real impact on the educational system of our countries in this new field, any consensus reached at this conference should, I think, result in action in two directions, viz: in (*a*) pilot projects in primary schools and (*b*) pilot projects in teacher-training institutions, simultaneously.

Ladies and Gentlemen, after these brief opening remarks, I wish to welcome all of you to the conference which, I sincerely hope, will achieve a consensus on what we mean by social studies, and on integrating it into the curriculum of the primary school (in Africa).

I hope we shall all have a happy, enjoyable and rewarding stay in Mombasa.

Appendix D

Report of the working group on
THE ROLE OF THE SCHOOL IN A CHANGING SOCIETY

1. Introductory note

(*a*) Recognising that change in African societies is a continuing and inevitable process, we believe that the schools must be used consciously as instruments in the process of social change. Not only can the schools encourage the acceptance of the idea of change, they can also emphasise that individuals have some degree of control over the process of change itself. In the school the child should be introduced to the idea that he can play a role in changing his own environment and that he is not powerless in the face of inevitable changes in society.

(*b*) The same individual will, in most primary schools, be responsible for teaching most of the subjects in the syllabus; we believe therefore that, in order to achieve maximum effect, the goals in the teaching of social studies should be correlated with the objectives of other parts of the curriculum, such as science and mathematics.

(*c*) At the present stage of development in African countries, we believe that the teaching and the materials in social studies should be focussed on the following objectives which we have divided into three main categories:

(i) the promotion of national integration;
(ii) the promotion of consciousness of economic development;
(iii) the promotion of self-confidence and initiative based on an understanding of one's own worth and of the essential dignity of man.

These three categories are dealt with more fully in the following paragraphs.

(*d*) The active pursuit of these objectives is bound to have important social effects and the purpose of these notes is to examine to what extent these effects can be controlled so as not to lead to injurious disruption of the life of the community.

2. The promotion of national integration

Teaching materials and activities for the social studies programme should be selected and designed with the following points in mind:

(*a*) national integration implies some degree of change in local cultures to accommodate co-operation with other peoples, as well as an acceptance of the fact of the overall sovereignity of the national unit as a whole. It should be recognised that national integration is the ultimate guarantee of social stability. This also implies that the child must learn to work with others in bringing about the desired changes in his society and that he must be led to realise that he is not merely the passive recipient of change created by forces beyond his control;

(*b*) the primary schools social studies programme should promote an understanding of other cultures within the national boundaries by comparison of cultures through the study of drama, history, literature and other cultural manifestations. There would thus be encouraged an acceptance of and tolerance for other cultures, which would expand to include an understanding by the child of other cultures outside the national boundaries;

(*c*) to the extent to which social studies is concerned with the teaching of religion, the comparative study of national cultures should include studies of the similarities and differences in religions practiced within the national boundaries so that religion does not become an unnecessarily divisive force;

(*d*) some countries of Africa have already formally adopted a national social philosophy; others have adumbrated the concepts of a social philosophy even though they may not have specifically enunciated them in detail. The adoption of a national 'social philosophy' implies fundamental goals such as national integration and rapid economic development which are a result of popular national consensus and which the schools will be required to accept and to teach. This does not mean, however, that the child should be prevented from questioning the means by which these goals are to be pursued;

(*e*) respect for national symbols and institutions as opposed to persons only, and particularly respect for the nationally accepted institutions of government at all levels, should be encouraged. Similarly a desire for individual participation in the national political and economic systems, as opposed to mere obedience to the authority represented in these systems, should be stimulated. Participation should clearly imply that progress can be the work of individuals, and children should be led to an awareness of the part that can be played by the individual as an innovator in the social and economic system.

3. The promotion of a consciousness of economic development

Materials and activities in social studies should be developed with the following points in mind:

(*a*) it must be recognised that the essential problem for African countries today is economic development and this should receive primary emphasis, although not to the exclusion of other interests;

(*b*) teaching materials and activities should have direct relevance to local economic activities. For example, in tobacco growing areas, reading materials should be designed to deal with problems of tobacco growing, but different materials would be required for cotton growing areas. For this reason we believe that it is not possible to design social studies materials for large areas of the continent and that therefore the production of materials should be on a basis of specifically local needs;

(*c*) similarly, materials should be published or printed in as cheap a form as possible in order that they may be easily replaced to keep pace with rapid changes in the technological and economic life of the local communities;

(*d*) we must expect that economic success consequent on development will be disruptive of social organisation in the community. Excessive disruption might be avoided, however, by greater integration of the school into the community to make it the centre for community education. Through the use of the school during non-class hours for adult literacy and other programmes and the involvement of the older pupils in community action efforts, the school can be used to promote greater consciousness of community development and local responsibility;

(*e*) this degree of involvement of the school in the social and economic life of the community will ensure that the school helps to further the goals of society instead of complicating them; instead of catering for the needs only of the minority who would go on to secondary school, it would make education more meaningful for all and is unlikely to lead to any lowering of the actual standard of education.

4. The promotion of self-confidence and self-initiative

Materials and activities should keep the following points in mind:

(*a*) there must be created a consciousness and knowledge of, and pride in, the child's local culture by re-emphasising those traditional values meaningful to his own environment;

(*b*) the child should be led to a feeling of pride in and respect for his own language;

(*c*) popular heroes who can be looked up to in the village community (the master farmer, for example) can be created and used in the school;

(*d*) the cultural and aesthetic aspects of the child's local environment are important in creating a greater sense of fulfillment in the child and avoiding the undermining of self-confidence stemming from an alienation from his own culture. Materials and classroom presentation can assist in creating an awareness of these aspects of his own cultural environment;

(*e*) conflict created between the emphasis on the study of traditional cultures and on the obligation to change required by national integration can be minimised by the social studies curriculum, if it is also emphasised that traditional cultures were constantly changing and that therefore change in itself is not alien to the child's culture.

Appendix E

Report of the working group on METHODOLOGY

METHODOLOGY FOR A NEW APPROACH IN THE PRIMARY SCHOOL IN AFRICA

Introduction

The following sections of this document outline a radically new approach to learning in the primary school. The approach is based on the view that education at this stage should stem from children's natural points of interest. The traditional subject divisions often used in primary schools may be of interest to teachers but they are not realistic to children. It follows that in the primary school we should be concerned more with the way in which children learn and less with the organisation of knowledge in separate areas. The group is convinced that a full integration of subject matter so that it is possible for children to 'find out' the answers to problems which seem to them to be important is the best framework for a profitable relationship to develop between teacher and pupil in the primary school. It seeks ways to develop such a framework in African primary schools.

Most schools in Africa do not use this approach to learning. Most teachers will have been trained to teach in traditional ways and virtually all those now concerned with the administration of education at various levels will themselves have been taught in these traditional ways. Many may be confused by the suggestion that a completely new approach is desirable. As an introduction to this new methodology answers are suggested to some of the questions which may be asked by those interested in primary school development.

What is wrong with teaching subjects?

To teach separate 'subjects' to young children is unrealistic. Children see the world as a whole and not as a grouping of subject areas. Ideas about subjects as subjects are developed in school by teachers. Children become aware that 'history' is taught between three and four on Wednesday afternoon or that a question cannot be answered in the geography lesson because it is the responsibility of the science teacher. Ideas about subjects as subjects may develop later, but it is wrong to introduce these barriers between subjects at an early stage.

Because children see the world around them as a whole, they ask questions which cut across traditional subject areas. For example, they may ask questions about a truck seen in the market place. The answers to the questions may have to be drawn from science, geography, history and mechanical engineering.

Because children ask questions which, to them, are immediately important, the questions may not fit the order of knowledge prescribed in the school timetable or by the subject framework. The spirit of enquiry among children is not likely to be encouraged by the answer: 'Ask that in the science lesson next week' or, 'We will come to that next term'!

A freer approach to learning allows the teacher to make *use* of the child's interests in things around him. A natural point of interest for the child generates questions and problems to be solved. The interest becomes the point around which skills can be introduced, developed and mastered. To solve problems, the child must often develop skills or use and practise skills. If learning happens this way, the child will see his own needs, and the development of skills will be meaningful, rather than divorced from their application. For example, looking at a stream, the pupil may wish to find out how fast the water is flowing. He is soon involved in a number of systems of measurement as well as the need to see a relationship between time and distance. Finally, he will have to devise a way of expressing his findings. All this may happen provided that interest becomes the starting point of enquiry and provided that the pupil is allowed to pursue his enquiry.

There are problems and questions in the world around the school. In the circumstances of Africa, these problems should be considered by the school in preparing pupils, (the majority of whom may not proceed to a secondary school) to play a full role in society. A rigid framework of subjects on the timetable will make this difficult.

In general, it is agreed that the development of a general spirit of enquiry among pupils is the first task of the school. This must be coupled with the development of skills which will make enquiry productive, and with skills which enable pupils to communicate the results of enquiry. Subject matter divisions hinder rather than help these processes.

Surely there is no objection to subjects provided that the work in the subjects is coordinated?

Co-ordination between subjects, or the correlation of subject matter, is often justified as a step in the right direction. Correlation between subjects—although well intentioned—is often false and superficial. It is false because the correlation takes place through the eyes of the teacher and not the child. It is a teaching technique with no real foundation in a study of the ways in which children actually learn. Its purpose is to satisfy the conscience of those who feel, quite rightly, that knowledge cannot be put in separate compartments. The correlation is often superficial because aspects of various disciplines are 'dragged in' to justify teaching from a central point established by the teacher. This can lead to ridiculous situations in which, for example, with the central point of study as 'Abraham at The Post Office', pupils posted letters to other parts of the world as an exercise in geography, bought stamps as an exercise in mathematics, discussed the penny post as an exercise in history and the origin of Abraham's name as a venture into religious knowledge. This kind of approach has no reality. It is based on fragments of a number of patterns drawn from various subjects and is thus artificial.

Attempts to correlate work in two or more subjects are an intermediate stage to the full integration of knowledge. The great danger is that this method will not be fully effective and, since the subjects still retain their separate status, the logical development of the component parts will be confused. It is in any case extremely difficult to define a programme which takes into account the specific requirements of each subject while welding the various subject areas into one teaching programme.

The general conclusion reached is that these gestures towards a broader treatment of knowledge often break down in application. They always suffer from the disadvantage that these are teacher-determined courses not always coinciding with the daily needs of the pupils in the classroom.

What is an integrated approach to learning?

Integration is a fundamentally different approach to learning. In programmes of this kind, an attempt is made to follow the child's natural way of learning. The teacher accepts (with the child) that the world around us must be viewed as a whole. The world around the pupil invites many questions and poses many problems. The questions become more complex as his knowledge increases.

In answering these questions and solving the problems he is driven to develop a number of general and specific skills. The basic skills are those of observing things carefully so that he can extract the maximum information; recording things in various ways so that he can retain the information and pass it on to others, and thinking about the information he has gathered so that he can draw conclusions and plan further action. These are general human skills. To them are added more specific skills drawn from a variety of subject areas (map skills from geography; calculating techniques from mathematics, pictorial and model making skills from the creative arts). The use of these skills and techniques enables pupils to do what they want to do and find out what they want to know. Skills acquired in this way are used intelligently in the future.

When a teacher bases his work on an integrated approach he accepts that his role is:

(*a*) to provide the kind of experiences which will lead children to ask questions;

(*b*) to provide the materials (or suggest sources for them) for pupils to record things they have observed. This activity may take various forms, including written records, models, pictures, etc. Materials will also be required for experiments which the pupil wishes to carry out. Many of these can be located after suggestions have been made by the teacher;

(*c*) helping pupils in the process of finding out and suggesting further lines of enquiry.

A teacher working in an integrated programme is learning all the time. He also learns a great deal about how children learn. The flexibility of the programme allows him to provide richer experiences as he increases his understanding of children's learning. The next group of children will then learn more effectively. In short, the whole activity of the teacher is centred on learning techniques rather than on subject knowledge. In this, no distinction is made between content and method in the sense that the teacher will be expected to use whatever techniques and approaches are necessary in circumstances as they arise.

Can we use these techniques when we really know very little about the way African children learn?

There is no reason why the fundamental approach to enquiry in the African child should be any way different from that of children elsewhere. To this must be added the comment that *if* we wish to know *more* about the reactions of African children to various techniques the only way is to try them out and evaluate the results.

Surely this active discovery approach to learning leads to chaos in the school?

To say that there must be freedom of choice for pupils does not mean that the teacher loses control of the situation. On the contrary, he will be in more effective control of the things that matter (the rate and nature of learning). Of course, pupils will not always be sitting in rows quietly while the teacher does all the talking for this view of a school is no longer acceptable.

In many ways, under the new approach, the teacher has greater responsibilities, for example:

(*a*) he must prepare himself as far as he can for whatever possibilities may arise when pupils are asked to conduct individual or group investigations. Having tried to anticipate what may happen, he must be prepared to adjust these preliminary ideas to meet the pattern of activity which actually arises from pupil activities;

(*b*) he must be prepared to follow the individual development of pupils very closely—seeing how they learn and planning the next effective step. In the first stages, pupils will need some guidance. Later, when they are more familiar with this new school atmosphere, as they gain experience and confidence, they will be able to use greater freedom in following lines of enquiry. (Typical examples of the way in which the discovery approach operates at different levels in the primary school are given later.)

Is the new approach less suitable for older children and more justified in the lower classes of the primary school?

The basic needs of pupils and students at any level are the same. They are to work in conditions in which they can learn, and everybody learns through careful observation and through developing the skills and techniques which they can use to solve problems which come to the surface after they have observed. In fact, even at university level, it is often argued that the main purpose is to offer conditions for a training of the mind.

Although the needs are similar at all stages, the emphasis may change at different levels. Pupils progress from exploration to experiment, from simple observation to a more scientific form of investigation, from skills in communication to a greater variety of skills in recording various types of information.

As learning through the new approach develops, more experience is gathered. At *some* stage in intellectual development, this experience crystallises naturally into areas of knowledge approximate to the traditional subjects. When this happens, the subjects are one of the formulae which can be used for further investigation. We do not know *when* this happens but we do know that it is better to allow it to happen naturally rather than impose subject structures arbitrarily.

What is the outcome of all this activity? How can we be sure that 'proper' standards are maintained?

It is believed that an active and integrated approach to learning will lead to:

(*a*) the acquisition of knowledge which is meaningful and which is lasting. This is so because it has been acquired through the solution of problems which have arisen in the minds of the pupils;

(*b*) the development of intellectual ability. This should enable pupils to respond more effectively to a variety of situations in the future.

These are important outcomes.

In many school systems, great stress is placed on the acquisition of a set of facts prescribed by a syllabus or by an external examination. It must be realised that 'bad' teaching can take place within any approach to education. Information may be important but teaching facts for the sake of facts is not profitable. It can only be said that experiments in teaching through the new approach show that rote learning of disconnected information is less likely to take place.

A profitable programme of integrated learning can only grow out of experience. Teachers must feel their way in these new methods, starting from small projects, and see the results themselves. A growing confidence among teachers is the basis for the introduction of the new programme.

A great deal of the control comes from the day to day work of the teacher watching the individual progress of his pupils, seeing how they learn and suggesting ways in which they can solve problems. This activity can lead to a very comprehensive picture of the 'make-up' of each individual in the class. It follows that educational systems must begin to place more reliance on teacher and school evaluation as the new approach develops.

Some guidelines for the development of new curricula and methods.

GENERAL

There would appear to be two aspects worthy of consideration in the development of new approaches to social studies teaching:

(*a*) methods of *developing* sound general principles applicable to the teaching of social studies;

(*b*) classroom *teaching* methods which might be successful and could be tried and tested.

It is hard to see how these could be carried far except in close contact with children in the classroom. The following strategy for developing teaching procedures should be considered:

(*a*) study children in their daily lives and at school, noting their attempts to understand their surroundings, questions they ask, the material available, etc;

(*b*) consider ways of deepening their understanding, broadening and enriching their experience. What might be provided in terms of teaching and materials?

(*c*) formulate clearly the objectives that are being, or might be, achieved.

The remainder of this report is concerned with a closer examination of possible classroom teaching methods.

SUGGESTED EXPERIENCES

The group feels that the following experiences might be used for the above purposes. They are broadly stated at this point. Examples of how they might be worked out in detail are set out in the annexure to this report.

(*a*) A study of various aspects of the social, economic and physical environment. Material may be drawn from the local environment or from more distant environments in sufficient variety to avoid crude environmental determinism and over-concentration on exceptional cases.

The following are among the aspects which might be included: rituals, festivals, shrines, land, weather, resources, buildings and building materials, stories, myths, legends, superstitions, taboos, material relics from the past, social control in the village and in the wider community.

(*b*) A chance to play an active part in some aspect of the life of the community. e.g., running a maize mill.

(*c*) A social environment in the school which gives experience of leadership, loyalty, decision-making, social obligation, responsibility, justice, etc, leading eventually to a clearer understanding of the meaning and importance of these in the larger community, e.g. village, nation.

If the above experiences are approached in the spirit of genuine enquiry they:

- (*a*) demand observation, discussion, attempts to see the meaning of what is observed, the making of comparisons, and imaginative attempts to feel what it is like to be other people, at other places, at other times and critical and creative thinking:
- (*b*) should lead to *enjoyment* of learning and an active interest in their surroundings, in the life of the community, the nation and others.
- (*c*) should build up the children's skills in:
    - (*i*) observing—leading to discussion and enquiry;
    - (*ii*) communication and recording—including talking, mapping, model making, writing (descriptive and creative, etc,) picture making, diagrams, mime, dance/movement, mathematical methods (graphing), etc;
    - (*iii*) data-gathering, e.g., extracting information from sources like books, pictures, documents, models, people and museums. Also by asking questions and by experimenting.

Through the experiences which have been outlined, the children are bound to meet with some valuable notions at various levels, e.g.

- (*a*) location—direction, distance;
- (*b*) change occurring through time: different rates of change;
- (*c*) interaction among people in groups of various sizes.

The *knowledgeable* teacher can help children to refine continually and develop these notions. In thinking further about these, the group thought it might be possible to draw up a list of important notions in social studies but felt that it would be open to misuse and had inherent dangers:

- (*a*) the list could be encyclopaedic:
- (*b*) a teacher might think of it as a list of concepts to *teach* children. This:
    - (*i*) is a wrong approach;
    - (*ii*) may lead the teacher to prevent children doing imaginative and valuable things *because* they are not obviously leading to the listed notions.

On the other hand, there are some important notions in social studies which a teacher needs to understand at his own level if he is to teach effectively. If he is unaware of these he is unlikely to recognise opportunities to help children develop them. For example, such ideas as: social structure (interaction, role, status, values and norms, groups and institutions).

Proposals for action

There must be a follow-up to the conference in terms of practical measures to test these ideas in schools. This might involve university and ministry staff and local teachers working together to devise materials and evaluate the approach and the materials. In some areas this has begun, while in other areas a beginning will need to be made. We must make provision for continued exchange of ideas through visits of colleagues working on similar projects. But the initiation, planning and execution of the programmes should be firmly in the hands of the local personnel concerned. Specific areas in which assistance appears to be necessary are:

(*a*) teacher re-education in the elements of a new approach to education in the primary school;

(*b*) the copying and distributing of materials so that materials produced in one country can be made available to others who need them; e.g., a sample study produced by one country could be of great value in others;

(*c*) financial assistance for the programmes in various countries could be made available where necessary. In some cases this may take the form of providing working personnel from any source, including local.

THE LOCAL MARKET AS A FOCUS OF ACTIVITY

A. Starting points (imagine interest centres for your children visiting the market). In general, children taken to the market to observe what is going on, might focus interest on:

(*a*) unusual events or objects (strangers in the market, new features, or changes, unfamiliar goods for sale, etc);

(*b*) familiar things which have some personal link (friends or relatives; farm products similar to those grown at home; variations in familiar objects—pot designs or decorations).

Specifically among the things one might expect children to take a special interest in are the following:

(*i*) people in the market speaking an unfamiliar language or wearing unusual clothes;

(*ii*) the merchant's lorry;

(*iii*) prices of goods—perhaps drawn by an argument over price;

(*iv*) imported goods for sale, e.g., canned sardines, or particularly for village children, manufactured goods such as torches, shoes, umbrellas;

(*v*) craftsmen working in the market, or local crafts on sale. The market, although a very familiar place, always arouses interest through the movement, activity, gossip, variety of goods, etc, present there and it would be very unusual if a variety of individual interest points did not emerge rapidly.

B. Areas of study

The following are suggestions for the form which lines of enquiry might eventually take. They have been grouped as various facets of market activity but clearly they may often overlap or be combined:

(*a*) PEOPLE—who comes to the market? Buyers and sellers and in the case of barter, people who are both buyers and sellers; large and small merchants. Where do they come from? Near, far, north, east, south or west; specific locations.

(*b*) THINGS—what goods come to the market? Local goods, imported goods, raw materials, manufactured goods; food, fuel, construction materials, household utensils, clothing.

(*c*) THE MECHANICS OF THE MARKET—are goods on sale or for barter or exchange or does both take place? Is there merchant activity as well as individual purchase and sale? Are prices fixed or does bargaining take place? What sort of goods are exchanged if barter takes place?

Are there specialised stalls or stalls with a range of goods—or both? Do different kinds of people operate them? Are there special areas in the market where particular goods are offered for sale?

(*d*) MOVEMENT—when do people come to market? Early in the morning; throughout the day. When do most people leave the market? At the end of the morning, or early in the afternoon, or at no particular time. If there are any particular patterns in these movements, what causes them? What forms of transport are used? Lorries, cars, buses, donkeys, horses, mules, camels.

(*e*) THE MARKET ITSELF—location? In relation to the village and within the local area. Size—area covered by the market; number of people who attend the market. Frequency—daily market, weekly, market held on special occasions only. Types of shop or stall. Permanent buildings, simple shelters, tables arranged outside, goods displayed on the ground.

(*f*) REGIONAL MARKET PATTERN—how far is the market from other markets and from the major market for the larger region? Is there a regular pattern of market days—Monday market place, Tuesday market in another place, etc. Do merchants and/or pedlars have a regular journey round the markets in the district?

(*g*) QUANTITIES—how many people, buyers, sellers merchants, etc? How many stalls? How many different commodities displayed, what units of measurement and weight are used? These are all possible lines of enquiry with a geographical significance. The list is not exhaustive.

C. Conceptual Development

Among the ideas which may make their first appearance, or which may be strengthened by the lines of enquiry suggested under B, are:

(*a*) ideas about distance and direction;

(*b*) ideas about economic activity—some people have special jobs: traders, craftsmen, policemen, etc;

(*c*) following on this, ideas about production and consumption and trade;

(*d*) ideas about the different characteristics of regions—some goods reach the market from district A, some from district B, etc;

(*e*) ideas about the order and classification—many possibilities, different farm crops, food stuffs, clothing, construction materials, etc, locally produced goods and imported goods, categories of transport;

(*f*) ideas about the factors involved in location—why is the market sited and located where it is?

(*g*) relationships and cause and effect—most people leave the market shortly after noon because they live a half day's journey from the market; grain prices are high this year because the last harvest was poor; the people who come to the market from the hot lowlands wear light clothing;

(*h*) area and scale (through drawing plans of the market or parts of the market) again strengthening 'location' by locating specific things on the plan;

(*i*) measurement, quantity, volume, weight;

(*j*) interdependence of peoples and areas.

D. Skill Development

The whole range of skills relevant to social studies can be brought into study based on the market; observations with a purpose; e.g., observing routines, practices, processes, quantities and groups of objects within the market.

Recording and communicating the information through discussion; sketches, plans and models of the market or a part of the market; drawings of things or people seen there; flow diagrams showing products, middle-men and wholesale merchant; production, sale and consumption; three-cornered barter and exchange, etc; graphs to show the number of sellers of each commodity, etc.

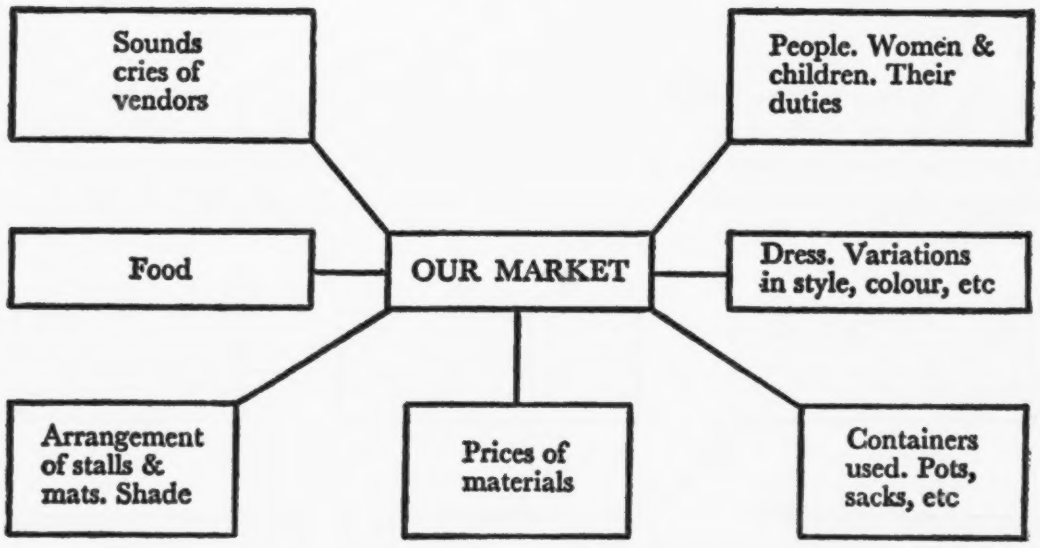
Examples of the possible development of these ideas at various levels in the Primary School

A Village Market

An illustration is given here of some work, suitable for children at different stages of development, based upon an active study of a local market. The class grades are designated as Primary 1, Primary 3 and Primary 6 with the implied age-range of 6—13 years, though it is recognised that considerable variations from these norms can be expected to occur. Every market is unique so that a general outline of possible developments cannot cater for each local variation. The market envisaged here is a very simple food market; more complex markets may well have greater varieties of people, products and functions which could be reflected in the work developed.

PRIMARY 1

At this stage, social studies is viewed as an enriching series of experiences arising from activities outside the school together with those based upon an attractive environment within the classroom. The purpose is to stimulate the child's growth of language and the development of basic mathematical ideas, to provide stimuli for creative arts, to develop simple skills of observation and recording and to provide opportunities for play and fantasy.


Sounds cries of vendors
People. Women & children. Their duties
Food
OUR MARKET
Dress. Variations in style, colour, etc
Arrangement of stalls & mats. Shade
Prices of materials
Containers used. Pots, sacks, etc

A visit to a market could be considered as a direct experience which would provide many impressions and much information which could be utilised in the classroom follow-up work. The visit would require a discussion session beforehand to clarify some things that could be given attention in the market—the degree of direction given to the children will depend on the particular character and situation of the class.

On the basis of the excursion the following lines of study are suggested as some possibilities:

(*a*) language work involving descriptions, annotations of objects, etc, in written or oral form in first language;

(*b*) the development of a three dimensional frieze using materials collected at the market; the frieze may take the market, a market stall or the journey to the market, etc, as its theme;

(*c*) the making of a simple model or picture plan of the market;

(*d*) the development of a play-session based upon the market scene, the sounds and atmosphere;

(*e*) telling of folk tales based upon markets;

(*f*) planting of seeds, tending them and recording growth;

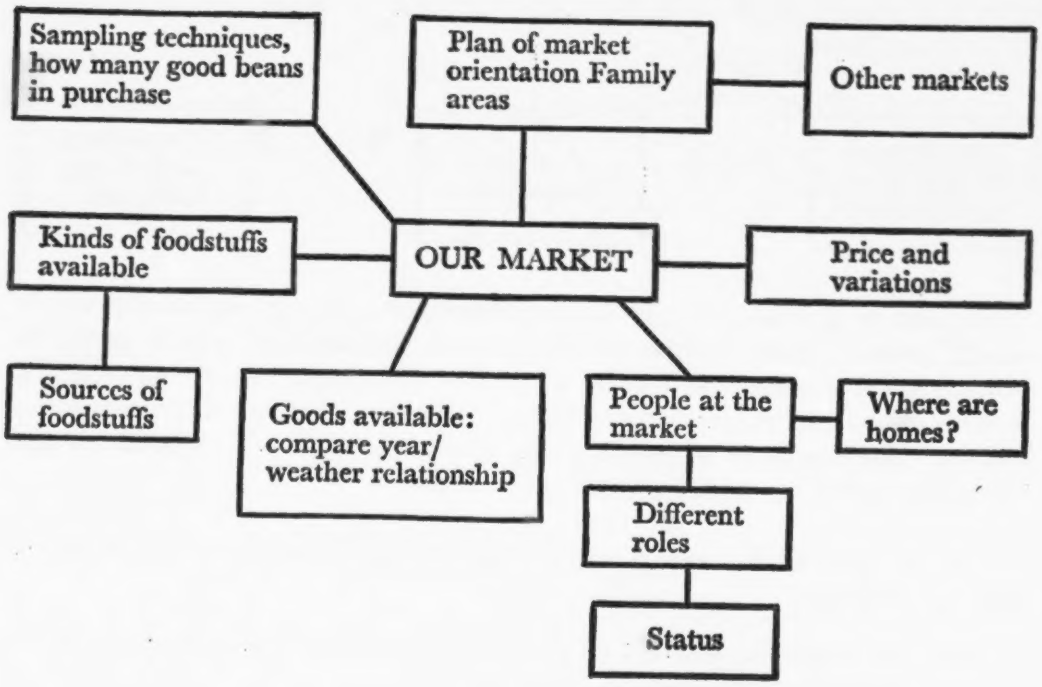
(*g*) number activities—traders, prices, time and length of market;

(*h*) making annotated collections of materials brought back from the market;

(*i*) setting up a classroom stall.

PRIMARY 3

By this stage some degree of ability in the basic skills is envisaged. The visit, and the very important follow-up classroom work, are thought of as experiences which enlarge and extend the child's skills in observation and communication through a wide range of techniques and further develop his understanding of the environment.


Sampling techniques, how many good beans in purchase
Plan of market orientation Family areas
Other markets
Kinds of foodstuffs available
OUR MARKET
Price and variations
Sources of foodstuffs
Goods available: compare year/ weather relationship
People at the market
Where are homes?
Different roles
Status

The following lines of study may develop in the classroom as a result of the visit.

(*a*) A simple play based on a market incident (may be in second language).

(*b*) Oral and written work in first and second language.

(*c*) Mathematical techniques used for sampling, prices, volumes, etc.

(*d*) Stories of past markets—childrens' reports of older villagers' stories. (Suitable persons visit the school?)

(*e*) Study of some of the plants producing crops for market—a scientific study of a banana tree, soil experiments.

(*f*) A composite picture of the market.

(*g*) A large map of the market area.

(*h*) The market organisation—how cleared, how are sites claimed, what functions does market serve?

(*i*) Map to show the catchment area of the market—plotting homes of market people.

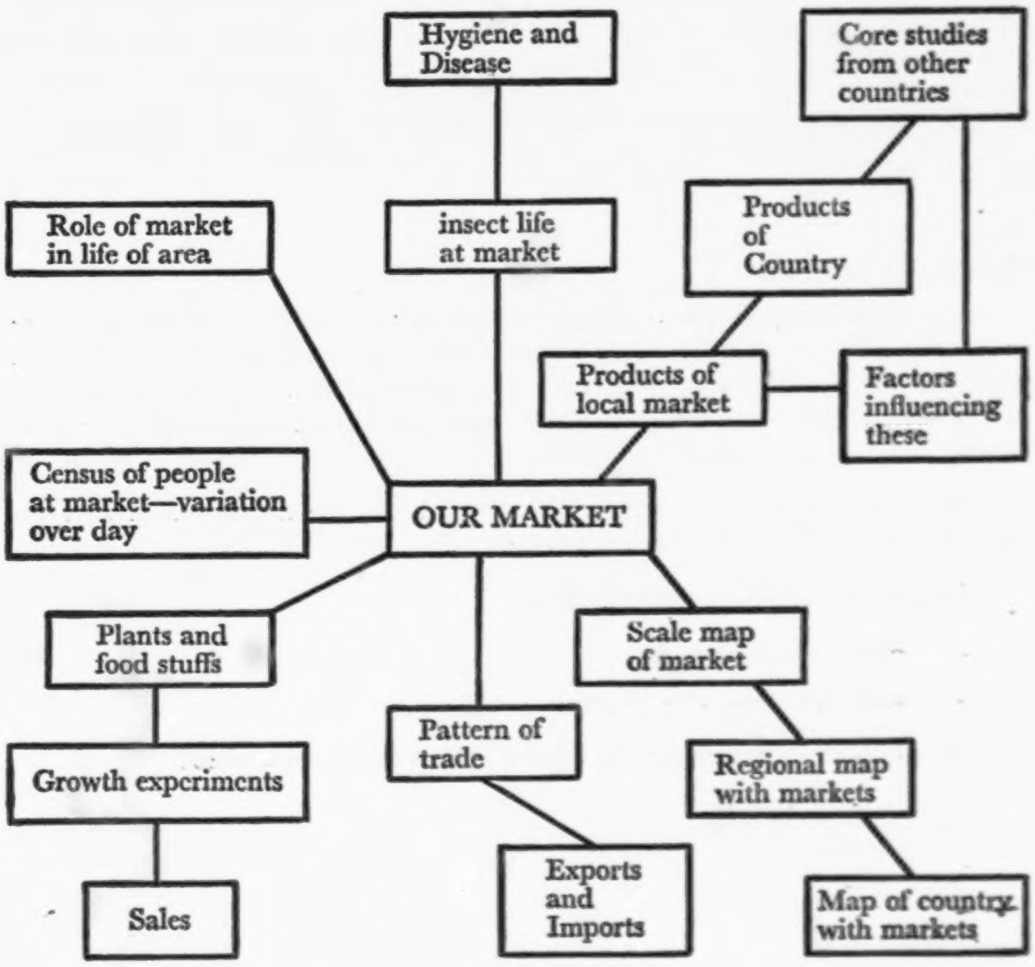
(*j*) Work out the formula for purchase.

(*k*) Visits to study a farm plot.

(*l*) Colours in the market—sources of dyes.

PRIMARY 6

By this stage a wide battery of skills of investigation and communication may be developed by the children. The local market may be used not only as a vehicle for gaining a more precise appreciation of the locality but as a point of reference for wider studies.


Hygiene and Disease
Core studies from other countries
Role of market in life of area
insect life at market
Products of Country
Products of local market
Factors influencing these
Census of people at market—variation over day
OUR MARKET
Plants and food stuffs
Scale map of market
Pattern of trade
Growth experiments
Regional map with markets
Exports and Imports
Sales
Map of country with markets

Arising out of the market investigation the following lines of development are some of those possible.

(*a*) A detailed map of the market, drawn to scale.

(*b*) An examination of markets—type, role, function, location within the country.

(*c*) Some selected examples, through case studies, of rural communities in other lands.

(*d*) An examination of the trading patterns evident at the market.

(*e*) The pattern of national and international trade.

(*f*) Experiments, showing some degree of control, on plant growth under different conditions.

(*g*) A census of people attending the market—illustrating catchment area and variations on time scale.

(*h*) Consideration of ways of improving the market—what are the present problems, e.g. transport, insects.

(*i*) Written descriptions of the market scene.

(*j*) Pictorial illustrations.

Teacher's records

It is important for the teacher to keep a record of the progress of individual children and the work of the class. This enables him to see that there is a reasonable balance over a period of time (say a month), to indicate to the next teacher what the class has done and to relate his work to that of other classes in the school.

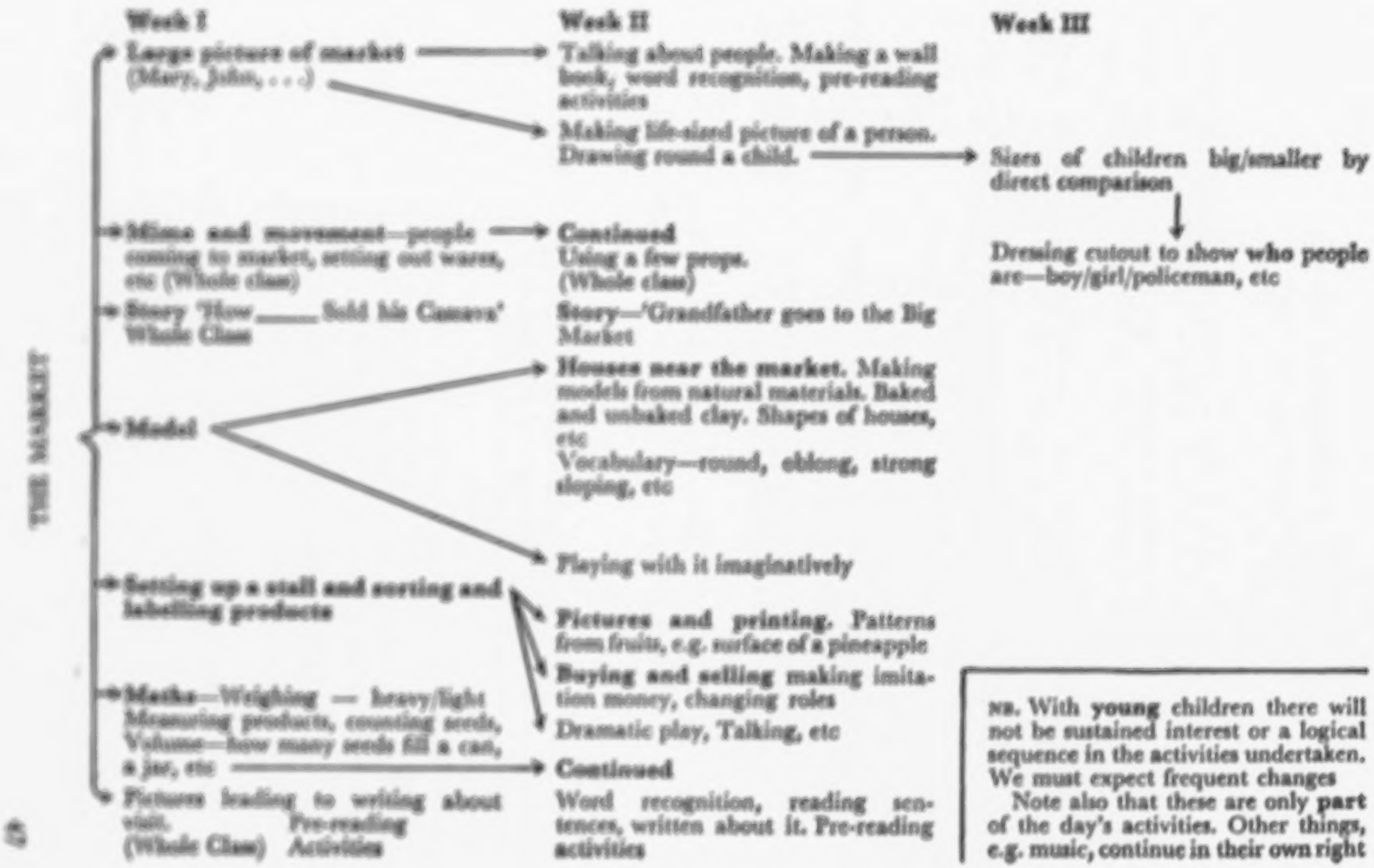
The record ought to be quick to make and easy to read so that it does not take up too much of the teacher's time.

This model could be used to show:

(*a*) what was done;

(*b*) who did what at a glance.

The amount of detail can be varied to suit individual needs.



Week I	Week II	Week III
Large picture of market (Mary, John, . . .)	Talking about people. Making a wall book, word recognition, pre-reading activities	
	Making life-sized picture of a person. Drawing round a child.	Sizes of children big/smaller by direct comparison
		Dressing cutout to show **who people are**—boy/girl/policeman, etc
Mime and movement—people coming to market, setting out wares, etc (Whole class)	**Continued** Using a few props. (Whole class)	
Story 'How_____Sold his Camera' Whole Class	Story—'Grandfather goes to the Big Market	
Model	**Houses near the market.** Making models from natural materials. Baked and unbaked clay. Shapes of houses, etc Vocabulary—round, oblong, strong sloping, etc	
	Playing with it imaginatively	
Setting up a stall and sorting and labelling products	**Pictures and printing.** Patterns from fruits, e.g. surface of a pineapple **Buying and selling** making imitation money, changing roles Dramatic play, Talking, etc	
Maths—Weighing — heavy/light Measuring products, counting seeds, Volume—how many seeds fill a can, a jar, etc	**Continued**	
Pictures leading to writing about visit. (Whole Class) Pre-reading Activities	Word recognition, reading sentences, written about it. Pre-reading activities	

NB. With **young** children there will not be sustained interest or a logical sequence in the activities undertaken. We must expect frequent changes

Note also that these are only **part** of the day's activities. Other things, e.g. music, continue in their own right

Appendix F

Report of a Working Group on
TEACHER EDUCATION

Objectives

Our report throughout is so closely related to the objectives of social studies teaching that at the risk of repetition we have restated these.

The basic assumption underlying the following objectives is that they are relevant to all aspects of primary education but particularly relevant to social studies.

The main objective of social studies in the primary school is to develop the child's capacity to learn by fostering:

(*a*) an awareness of and confidence in his developing abilities within his environment;

(*b*) a spirit of inquiry and seeking answers to problems of society;

(*c*) the powers of imagination;

(*d*) a working knowledge and understanding of his evolving society and his relationship to it;

(*e*) a concern and willingness to make a positive contribution to the local community and national society, and a compassion for the less fortunate;

(*f*) a rational appreciation of communities other than his own;

(*g*) an incipient awareness of and interest in international affairs.

Strategy

In view of the different circumstances obtaining within the different countries of Africa we believe that it is inappropriate to advocate a single approach or scheme of work for the educational institutions of the whole continent. We believe that there is a variety of ways of working towards the agreed objectives of social studies teaching. As a matter of practical convenience, however, we have considered three possible approaches which would seem to correspond to various stages of educational development attained within the various countries represented at this Conference:

(1) an approach retaining but modifying the existing study structure;

(2) an approach involving integration of subjects in the lower primary school;

(3) an integrated approach throughout the primary school.

We believe that it is not possible at present to comment on the efficacy of these three approaches, which need to be tried out experimentally and evaluated with care. It may be, however, that in many instances the strategy of curriculum development in social studies may involve proceeding from approach 1 to 3 through 2. However, educators in particularly propitious circumstances may wish to start directly with either 2 or 3. Obviously, it will be the responsibility of educators in any given country to decide which of these approaches is most appropriate.

It was decided that our three major concerns would be:

(*a*) an Institute of Education-type of organisation;

(*b*) pre-service training;

(*c*) In-service training.

Organisation

Common to all approaches to social studies would be the establishment of an Institute of Education-type organisation in which the university, the ministry, the teacher's colleges, the teachers and all other people concerned with curriculum development would be in close association. A primary function of this organisation would be to undertake curriculum development (including the determination of learning outcomes, content, methodology, and appropriate school organisation) at all stages of formal education within the country. This would necessitate:

(*a*) assessing present procedure and identifying local initiatives;

(*b*) establishing working parties to organise feasibility studies, and to work on programmes incorporating local initiative (at any level) which are seeking to promote the objectives of social studies;

(*c*) undertaking the provision of in-service training and workshops for college staff.

1. AN APPROACH RETAINING BUT MODIFYING THE EXISTING SUBJECT STRUCTURE

In those countries or areas where a more radical change is not considered practical, it is suggested that the following measures might be taken:

(*a*) the elimination of the dichotomy between subject content and subject methodology currently found in most colleges. In place of this would be substituted an inquiry approach to the subjects concerned in order to exemplify for would-be teachers what will be required of them in their work in the primary school. This will often mean an increase in the time allocation of social studies but this can be obtained by a reduction in the time allocated to education courses, especially methodology and principles of education, which will now be part of the regular social studies course;

(*b*) whilst retaining the existing subjects that together may be said to constitute social studies there must be much greater collaboration between the teachers concerned in ensuring that significant correlations are made between subject courses (e.g. the importance of geographical considerations for the historical migrations of African people; the artistic study of the culture of Benin might be considered when Benin is being studied in History; supplementary readers in the African vernaculars or English might take social studies topics as their theme; a comparison between the rights and duties of a member of a traditional African society taken under history might be associated with their counterparts in modern society studied under citizenship);

(*c*) in redrafting programmes of work the findings and resources of institutes of African Studies and similar bodies should be called into contribution on both a national and an international basis;

(*d*) opportunities should be taken to encourage co-operative work amongst students. In particular, periods of teaching practice might be used to pioneer new programmes and undertake collaborative teaching assignments. This might in itself help in the process of changing the attitudes of the staff of schools receiving students from training colleges and might constitute part of their in-service education;

(*e*) implicit in this approach to teachers is the need for students to exercise responsibility in their own right rather than to derive this solely from the organisation of their colleges;

(*f*) encouragement should be given to enable students to undertake self-help projects for the benefit of the community on a voluntary basis;

(*g*) the provision of opportunities to enable the staff and students of colleges to acquire background information concerning topical events and to stimulate them to have a continuing interest in international affairs.

2. AN APPROACH TO INTEGRATED STUDIES IN THE LOWER PRIMARY SCHOOL

The variety of primary school organisation to be found within African countries (e.g. the length of primary school life, the different policies regarding the medium of instruction, etc.,), together with the very nature of an integrated social studies course, have compelled us arbitrarily to interpret the lower primary school as meaning the first four years of the primary school course.

In the first two years of this course, in respect both of class organisation and of the methodology employed by the teacher, we believe that shared experience, the acquisition of literacy and numeracy, which are the principal objectives, should be taken in a social context that is meaningful to the child. By this we mean such matters as the immediate classroom and family, the environment and the child's relationship to the members of his peer group. In dealing with children of this age, the importance of play must be stressed.

In introducing a more specifically social studies approach for years 3 and 4, it would seem that this should be done gradually and still be largerly based on shared experience. We see content and methodology alike being concerned with such subjects as school, family and village and gradually extending the child's awareness of his social environment. In this way it should be possible to make a start achieving objectives (*a*), (*b*) and (*c*) set out in the section on objectives.

To enable teachers to undertake the work envisaged, it is important that their personal and professional education should include active study of the following:

(*a*) Child Development

in particular case-studies, involving first hand investigation of child-rearing practices and their implications for the teaching situation, together with a study of the local community's influence on the child. We believe that wherever case-studies of this nature are undertaken, this should be done by students prior to teaching practice and that for practical convenience this can probably best be done in schools within the immediate neighbourhood of the teacher training college.

(*b*) Educational Psychology

should emphasise the learning situation in Africa and should be based on recent work in this field, particularly the findings of educational research in Africa closely related to (*a*).

(*c*) Environmental studies

enabling students to acquire simple techniques of social investigation by being involved in the preparation and execution of carefully conceived team-work projects. It is hoped that by setting up group projects with limited terms of reference (e.g. a study of oral tradition, the changing social organisation of the village, local arts and crafts, etc,) it would be possible for any given class of TTC students to acquire a fairly comprehensive picture of a social environment. Whilst we would hope that the bulk of this work would be undertaken by students prior to teaching practice it would seem desirable that during teaching practice itself some community study/service should be undertaken.

(*d*) A background study of citizenship and of current affairs

seems to us to be an essential constituent in the preparation of teachers who will be concerned with social studies. We would hope that the means whereby this study is undertaken would be the subject of careful research in Africa.

We assume that in the teacher training colleges the traditional subject courses will remain; however, we hope they will be modified as suggested under (1) on page 49.

3. AN APPROACH TO INTEGRATED SOCIAL STUDIES THROUGHOUT THE PRIMARY SCHOOL

In this section we are concerned with a school life which is likely to be of 6 or 8 years' duration. In preparing teachers to teach social studies to children in this category, TTCs will have to recast their curricula on new lines. There are a number of approaches which are open to them:

(*a*) the approach advocated in 2 above;

(*b*) the retaining of existing social studies subjects (history, geography, civics) and ensuring close coordination between them (i.e. approach 1);

(*c*) approach (*b*), with the addition of elements drawn from the 'new' social sciences (e.g., sociology, anthropology, economics, etc,);

(*d*) approach (*b*), somewhat limited in its time allocation with the addition of a course in either integrated social studies and/or integrated social studies in the primary school;

(*e*) a completely new approach eliminating traditional social studies subjects and substituting a new fully integrated social studies course.

Which of these approaches is adopted must depend upon the special circumstances of any given college, notably:

(*i*) the qualifications and experience of its staff;

(*ii*) the qualification at entry of its students;

(*iii*) the rate of change of the educational system in the country at large.

We are unable to recommend any one of these approaches although we suspect there may be considerable benefit from (*e*). We hope that carefully devised experiments will be set up, which, when evaluated, will constitute findings of value to the working parties which we have proposed in the section on organisation.

Nevertheless as an example of possible development, we now set out an approach which would be a continuation of 2 above. This approach retains the study of Child Development, Educational Psychology, Environmental Studies, and a Background Study of Citizenship and of Current Affairs which we previously advocated. The main difference is that it brings about a considerable reduction in, or the possible elimination of, the time allocation of traditional separate subjects and their replacement with the new courses.

In the upper primary school, we see education making an increasing contribution to objectives (*d*)–(*g*)set out in the section on objectives, although it is recognised that objectives (*a*), (*b*) and (*c*) continue to be of great importance. Social studies will thus be primarily concerned with such concepts, themes or problems involved in such topics as people at home and abroad, our changing community and country (our cultural heritage, the needs of our people and possible future developments).

In dealing with these issues we believe it to be of vital importance that children should be encouraged actively to participate and enquire by means of situational learning both inside and outside the classroom (e.g. data collection leading to decision-making with regard to school projects and the stimulation of this exercise in respect of carefully selected local developmental problems; setting up school societies; the establishment of cooperatives to add to school resources; outside visits of educational significance, etc,).

Our main recommendations for teacher training colleges which are to produce teachers to undertake this new type of work are as follows:

(*a*) the establishment of the provision already recommended in 2;

(*b*) development studies—this involves the extension of environmental studies beyond the problems of the immediate environment. It utilises the approach and techniques of enquiry and data collection, but it has particular regard to the problems of development being experienced in the country where the TTC is situated. (E.g., the problems of national unity, the utilisation of resources, the social implications of an expanding economy, etc,);

(*c*) comparative studies—this would involve the comparative study of the cultures associated with countries at various levels of development (i.e., a country at a similar level of development to that of the student's own country and countries at higher and/or lower levels. An effort should be made to see economic development and its beneficial, as well as undesirable, consequences through the eyes of the nationals of the country studied. It might be undertaken at two levels:

  (*i*) a survey of other countries, possibly utilising a case study approach;

  (*ii*) a study of a problem or social institution in a number of countries.

Students with a very good educational background engaged on a fairly lengthy teacher training course would benefit particularly from the study of (*ii*), provided that a study of (*i*) had been undertaken.

Comparative studies would afford many opportunities for students to undertake individual study assignments, making use of library resources, collecting material from embassies, international organisations, etc.

It must be emphasised that this is an ambitious scheme which will make considerable demands on college staff and students alike. With regard to staff, we believe that it is essential that they should have appropriate preparation for the work that is required of them. They will need to be graduates, or people of comparable ability with teaching experience who have undergone special courses in university education departments and institutes in pre-service or in-service training, or both.

Conference follow-up

A. General principles of primary importance.

(*a*) We believe that any development programme undertaken as a result of the conference must seek to reinforce existing integrated-type work in social studies and to help encourage the development of new projects and programmes by educators in Africa.

(*b*) The very nature of social studies seems to be such that any programme for development must take fully into account local and general circumstances in Africa and not necessarily follow patterns of curriculum innovation already established elsewhere.

B. Specific suggestions for follow-up.

We believe it would be valuable to establish an African social studies programme analogous to the Afro-Anglo-American Programme that has operated successfully for the past eight years under the sponsorship of the Carnegie Endowment for International Peace. Such a programme would involve the association of African institutes of education, similar organisations and bodies which were interested in curriculum development in social studies. With such a programme, such bodies as historical associations, institutes of African studies, institutes of economic and/or social research, etc, might be associated.

The function of ASSP would be the following:

(*a*) to serve as a clearing house for information drawn from the various countries of Africa;

(*b*) to encourage and assist the Institute working parties which we have suggested in the section on organisation in this report;

(*c*) to arrange for meetings, workshops and conferences of those who are concerned with social studies teaching in Africa;

(*d*) to arrange for fellowships and exchange of personnel both within the African continent and in overseas countries.

Appendix G

Report of a working group on
TEACHER EDUCATION

1. Social studies and teacher education

Teachers are concerned with the personal development of young people, with community development and with nation-building. A modern social studies approach, with its emphasis on collaborative studies, the interaction of disciplines and the spirit of enquiry has as natural a role to play in the education of teachers as it has in that of children. The preparation of teachers competent in this field necessitates, therefore, a reappraisal of both pre-service and in-service programmes.

A statement of objectives of social studies in teacher education is to be found in Annexure A. Annexure B consists of some detailed proposals for reorientation of curricula. In Annexure C we discuss some points of departure for a college.

2. Pre-service

An examination of present programmes in teacher education institutions* reveals that there are so many subjects taught in tight timetables that there seems to be little time either for students to study independently or for the experience-based education required for an understanding of relationships between subjects, or indeed for depth or breadth of understanding in any one of them. To add new requirements to an already overloaded timetable is totally unrealistic. Yet, if our objectives are to be accomplished, we must envisage a new study of development at the community, national and international levels, with ample opportunity for experienced-based and enquiry-based learning, and activities leading to a more profound understanding of children and of self. We have to devise ways of re-orientating the college curriculum which would enable these studies to be carried out, without imperilling what is already good and well-established.

It seems to us that the most fruitful line of approach is to recognise that content and method cannot truly be separated. If students learn in a meaningful way they will not need to study methodology at such length, and if the curriculum is planned to give different kinds of experience, e.g. of programmed learning or of sample studies, this should result in a more economical use of time. For instance, the studies of development already referred to could take the form of:

(*a*) students' 'Focus Studies', drawing on many disciplines (e.g. 'Focus on Transport', 'Focus on Education', 'Focus on Health', 'Focus on Human Needs');

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* *For the sake of simplicity we will use the word college to describe all institutions which train primary school teachers.*

(*b*) personal observation by students of children, community problems, etc, as part of their professional training, including school practice;

(*c*) an integrated course of lectures which would bring together, formulate more clearly and summarise the concepts arrived at through students' investigations.

We have considered three possible departmental structures for colleges:

(*a*) to add social studies to the already existing subjects;

(*b*) to integrate the existing subjects, history, geography, economics and sociology (if available) into a new social studies department, so that they would cease to exist as separate entities;

(*c*) while retaining the identity of the existing subjects (and, hopefully, adding to them), to require, when appropriate, collaboration not only among the disciplines conventionally associated with social studies but also among all the other specialists in the college.

We strongly recommend the third of these possibilities for the following reasons:

(*a*) we are convinced of the mutual relevance of all the subject-disciplines including the disciplines of the expressive and creative arts, and we do not want to impose arbitrary divisions which might limit the vision of tutors and of students;

(*b*) it is desirable that students gain some understanding of the structure of the disciplines and if possible have some study in relative depth of one or more of them; the quality of this understanding might be diluted if within a social studies department the differences between the constituent disciplines were not acknowledged;

(*c*) the coming together of specialists in collaborative 'Focus Studies' will add to the sense of purpose and cohesion of the institution;

(*d*) of all the proposals, it is most likely to commend itself to existing members of college staffs.

Social studies should not be treated as a new 'subject' which would drive out some other subjects, thereby threatening tutors who represent specialist disciplines. It is a new opportunity for these tutors to collaborate. This can be done only if timetables are arranged in a more flexible manner so that a morning, a day or a longer period can be spent on inter-disciplinary studies.

Different colleges may wish to introduce social studies in different ways. Some possible points of departure are suggested in Annexure B.

Each year numbers of candidates far in excess of entry places seek admission into teacher education institutions. It is not at all clear that the best selection is being made. It would be profitable if a research study could be launched to survey the present practices in different parts of Africa and elsewhere, and perhaps devise suitable selection tests to assist institutions which need them, with the special purpose in mind of selecting prospective teachers who have the intellectual flexibility, the personal confidence and the sensitivity to children which the new methods require. We believe that the best way of organising this will be for the Steering Committee which we propose (see paragraph five below) to set up a sub-committee on selection which would guide the work of the research officers appointed.

3. In service

In all countries which wish to introduce the new kind of social studies there will be a problem of reorientation for large numbers of teachers in the primary schools. As a first phase, professional discussions should take place amongst:

(*a*) university scholars in the fields of history, geography, economics, political science, sociology and education;

(*b*) leading college tutors;

(*c*) primary school teachers.

They would together discuss problems of economic, social and cultural development which are important for prospective teachers to understand, and which are relevant to all nations. It would be for each nation, of course, to draw up detailed programmes showing how these questions would apply to its own circumstances, but the initial discussions would be most usefully conducted on a regional basis and could draw on external advice as required.

The next phase would be to organise a programme to prepare a corps of tutors. At this stage it is essential that part or all of the work should be of the kind we propose for students and for schools, i.e., a true social studies investigation. This should be planned by regional educators, with modest assistance from outside if required (e.g. one or two tutors and school teachers from abroad who have been engaged in this kind of work). This should be reinforced, as soon as possible, by tutors visiting other countries where relevant experiments are going on in teacher-training (as proposed by the 1967 Oxford Conference).

There would then be available a corps of teacher-educators in each country who would be able to set up pilot experiments in schools and communities in association with colleges. It is essential, in our view, that at this stage the experiments should involve classroom teachers, head teachers, supervisors or education officers in the community in which the college is set. Teaching practice schools in the area should be involved in order to ensure that their teachers feel at home with the new methods and are in sympathy with them.

New social studies programmes would require a new kind of evaluation. Consideration of this should be a further function of the regional committees and of the appropriate national organisations. The most important matter for their consideration would be to establish a system of on-going evaluation by teachers in the schools in association with college tutors, advisers and where appropriate, external examiners. We consider that it is particularly important that when external examiners are to be used, they should be involved at all stages, and not merely at the final stage.

We hope that schools and colleges not involved will have the opportunity for staff discussions on the new approach and of the best way to bring it about in their own circumstances. It would be very unfortunate, and quite against the spirit of the whole endeavour, if local initiative were damped down by the need for certain centralised plans to be made.

4. Summary

In summary, teacher education for social studies should include in-service and pre-service training, and an advisory service for all teachers who are in the early stages of implementing the programme. Consequently, a training programme for advisers is essential.

5. Immediate steps

We propose that:

(*a*) in order to ensure that the impetus from this conference is not lost, *a steering committee* be set up. This committee should be required to:

- (*i*) plan the initial membership and suggest terms of reference of regional committees (see paragraph (*b*) below);
- (*ii*) investigate and recommend what, if any, forms of external aid might be helpful in order to carry out their recommendations;
- (*iii*) carry out such other functions as might seem to it conducive of achieving these recommendations.

(*b*) two or three regional committees be set up to plan professional discussion;

(*c*) a research study on selection be organised (paragraph 2 above) by the steering committee or by a sub-committee appointed by it for the purpose.

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Annexure A to Appendix G

SPECIFIC OBJECTIVES OF TEACHER EDUCATION

Teachers today need:

1 an understanding of what children are like, obtained not only by being with them and by studying them objectively, but also through understanding themselves, their own conflicts and how these may be resolved, their own weaknesses and their own strengths;

2 some understanding of the problems of economic, social, cultural and political development of their country and of the world;

3 some understanding of the behaviour of individuals and groups and of the relations between them in society;

4 a fund of general knowledge and the ability to help children to acquire knowledge and understanding through their own discovery and experience;

5 ability and willingness to collaborate with parents and with agencies in the community;

6 classroom skills which will preserve a sense of purpose among the children and in themselves, such as good record-keeping of activities and of children's progress, good use of grouping techniques, and ingenuity in the use of resources, human and material;

7 underlying all these, a self-confidence and resourcefulness which will lead to their enjoyment of their work, to an interest in continued learning, professional and personal, and to a feeling of personal involvement in the social evolution of their nations, of Africa and of the world.

SOME SPECIFIC SUGGESTIONS

It would not be appropriate for this committee to outline courses for students since that is the prerogative of each college or institute. But we have thought that it might be useful, having proposed objectives, to suggest some ways in which they might be arrived at. We have not attempted to correlate objectives and suggestions precisely, since students make use of experiences in their personal growth in many different ways which cannot be foreseen.

1. College and community

Students can gain an understanding of the local community, and greater competence to play their part in it when they go out as teachers by:

(*a*) working for short periods with representatives of community agencies or observing them at work, e.g. visiting under fives' clinics with nurses or going to villages with agriculturists;

(*b*) working in clubs, Sunday schools, literacy classes for adults;

(*c*) doing voluntary work in local villages, e.g. taking part in self-help building programmes;

(*d*) studying probation cases and other welfare cases;

(*e*) undertaking simple research on behalf of other agencies which need information about the community (provided always that the priority of the student's educational needs is respected).

2. Understanding children

The study of child development is of course part of the professional training of all students in colleges. Our concern is that it should be in part based on students' own investigations. This can be achieved for instance, by:

(*a*) students regularly going to visit classes which they will subsequently be teaching, so that they come to know the children. This can lead on to more formalised observation, in which they can map out a child's relative strengths, kinds of enjoyment, learning difficulties and so on;

(*b*) individual students undertaking an independent child study in successive vacations;

(*c*) a group of students undertaking a study of various aspects of the life of the group of children, at school, or at home or both.

Students should be encouraged, with the help of tutors, to formulate questionnaires for their own use, and this is itself a useful training for social studies. A study of this kind would not only help them to see children in the round, to talk with them and discover their interests, but would be a good entry into a study of community, and of different sub-cultures within a community.

3. Self-understanding

Students might be helped to understand themselves, and thereby increase their personal happiness as well as their professional effectiveness by:

(*a*) themselves experiencing group dynamics in their own work, and reflecting on it, so that they come to understand the group processes of conflict and its resolution, of the alternation of despondency and optimism, the creation of in-group feeling and its dangers and also increasingly to understand their own individual reactions to these processes. This understanding could be confirmed and refined by quite a short course, drawing out and explaining the concept;

(*b*) learning in their investigations to recognise the diverse talents (and difficulties) of fellow students; some for instance have many ideas, some are accurate, some good at collecting and organising data, some are analysts, some are synthesisers;

(*c*) doing work of a 'projective' type, with groups of students noting and discussing what they have observed in the same situation and how they interpreted it, e.g. visiting a classroom or a village or a museum, or watching a film, or looking at narrative-type pictures;

(*d*) having ample opportunity for the expressive and creative arts, perhaps especially drama and movement, which enable them to express their feelings and to gain a greater insight into them (their degree of skill is irrelevant, since the purpose is not public performance but personal development).

4. Classroom skills

The new approach in social studies demands new priorities in the acquisition of classroom skills. It is less important than it was to be able to 'keep order', where that means to impose silence, or even to fascinate children with an exciting exposition of subject-matter, and more important to make sure that each child is having the opportunities he needs. Some at least of the new skills can be developed through the students' own investigations, e.g.:

(*a*) skills of planning without rigidity, and helping other people (students in college, children in school) to make effective plans collaboratively;

(*b*) skills of purposeful and selective reading, without which teachers will not make good use of background material or units, or see relationships between units, which will be very necessary as these are developed in related studies;

(*c*) development of diversified assignments appropriate for different children within a context of enquiry. This should be aided by the experience of planning their own work;

(*d*) recording the work of individuals and groups and encouraging them to record their own work through a variety of techniques ('reporting back' at meetings, simple statistics, written notes, diagrams, etc,).

5. Focus studies

Focus studies will vary in organisation and they will vary in scale, some drawing on the insights of quite a small focus group of tutors, and some engaging the whole college. They should also vary in style. For instance:

(*a*) it is sometimes possible to know beforehand what problem you are seeking to solve, and to work in an orderly way towards its solution; but sometimes to foresee your goal precisely limits an enquiry unduly since one simple fact, or even the presence of an unfamiliar object, may lead on into unforeseen but valuable investigations;

(*b*) sometimes a focus study may be triggered off by work done in an art department (e.g. an inter-cultural study of rituals and dances) or craft department (e.g. a study of 'Man is a toolmaker' arising from the designing of tools);

(*c*) sometimes a focus study is primarily concerned with exploration of a problem (and this is probably the most common kind), but there is also scope for studies based on an experimental approach, such as very simple action research studies in which voluntary work in the community is not only undertaken but evaluated;

(*d*) sometimes the drive behind a focus study is not to investigate but to construct. For instance, it could lead to an 'open day' exhibition on some local, national or international theme which would be as all-embracing as possible, or to creating a highly selective packable exhibition which would be useful for schools or adult classes.

6. Students' records of their work

Students in training will need to understand the principles of investigation that are common to all scientific study. This will demand constant reflection on, and evaluation of, the way their own investigations have gone. There should be some cross-reference with their courses on methodology.

It would be helpful to young teachers, and greatly add to their self-confidence, if they were encouraged to start during their college course a bank of experiences on which they could draw; in this the experiences and ideas of other students as well as their own could be recorded, difficulties and successes noted, gaps identified which there was not time to examine, and all assessed in terms of the relevance of the ideas for the children whom they would be teaching.

Points of departure

Some colleges will find it much more difficult to reorientate their curriculum than others, either because of external factors such as examination requirements or because of attitudes within the college. As to the first, we hope that colleges which are eager to experiment and can show their competence to do so will be permitted to profit by the experimental techniques of evaluation which we have proposed. The more urgent problem within a college is to find points of departure which will enable some tutors, teachers and students to undertake pilot collaborative studies. We are confident that involvement in investigations in which one's specialism is needed and respected is so satisfactory to tutors that those who are at first hesitant or even disapproving will wish subsequently to take part—always provided that the initial experiments respect their autonomy, no tutor being forced unwillingly to engage in them, and that all those who wish to do so are made welcome.

Some points of departure which have occurred to us are:

(*a*) groups of specialists who see their subjects as interrelated might start collaboration on a small scale. The obvious groupings might seem to be social studies, physical sciences, communication subjects, cultural or expressive subjects (arts). But in any one college the initiative might equally well come from like minded mathematicians and artists, or geographers and biologists, or drama specialists and educational phsychologists, and so on;

(*b*) in the study of child development, which is part of the training of all students, a group of tutors or one individual tutor might see the appropriateness of a social studies approach;

(*c*) teaching practice might be used as a point of departure. If students undertake teaching practice in groups, these groups can very usefully work together, planning a unit of work which they will propose to children; for this they will need to draw on the help of a number of subject specialists. It would be important to make this from the start a joint venture of the college and the schools. (Similarly, it would be advantageous if schools wishing to employ a young teacher recently trained on these lines could have the opportunity of arranging for one or more of its experienced teachers to be familiar with the new approach.)

We hope that students will be encouraged to undertake individual special studies and here they could be encouraged to investigate an area which drew on more than one subject discipline.

Experiments in 'focus studies' can be of varying lengths of time. At first they can be concentrated ventures, totally preoccupying the college or a year group for a short while (e.g., a fortnight at the outset of a students' course), or they may run on part-time for several weeks, or terms whichever commends itself as a point of departure.

Such experiments may be tried separately or in conjunction, e.g., a study related to school practice might well be followed by a study at the students' own level. It is important for students to get into the habit of thinking how their own enquiries about transport or human needs, etc, might apply in the classroom and also of thinking how they might develop their own interests by continuing further with investigations undertaken in school practice.

Appendix H

Report of the working group on RESOURCES AND MATERIALS

The committee is unanimously convinced of the strong interaction that exists between primary school science, mathematics, language and primary school social studies. These areas complement each other in a great variety of ways, and any attempt to build a social studies programme that ignored the materials and approaches already developed in these areas would waste time and limit the quality of the social studies programme that might eventually emerge. This is especially important in view of the commonly-accepted notion that social studies should involve only history, civics and geography.

Three fundamental tasks were discussed:

(*a*) we tried to describe an *enlarged range* of social studies resources and materials that might be available to teachers in Africa;

(*b*) we attempted to re-examine many resources that might seem to be familiar, and have suggested new ways of utilising such resources;

(*c*) we attempted to suggest appropriate follow-up guidelines and procedures to ensure that materials of the type described in this report will, in fact, be developed in the near future.

For our purposes we defined *resources* as the people, places and institutions from which teachers derive and develop the teaching *materials* they use in their classrooms. *Resources* were considered to include libraries, museums, curriculum centres, village markets, people of all kinds, etc. Teaching *materials* included the books, pictures, stories, models, works of art, songs, data, etc, that are developed or adapted or utilised by teachers working with children either in or out of the classroom.

We should emphasise at the outset that our conception of materials rests heavily on the assumption that *good* materials should free rather than constrict children. Such materials should lend themselves to use by small groups of children or individuals; they should encourage active participation and ought to encourage teachers to work more freely with children.

We have concentrated on materials that are readily available and relatively inexpensive and therefore gave little attention to radio and television broadcasts, films and filmstrips, etc, since electricity might not be available in most African primary schools. However, the situation is already changing with the advent of the low-cost transistor radio and the production of satisfactory battery-operated filmstrip projectors. As the economies of the African nations develop, the role of such media will become increasingly significant and attention will have to be given to their effective use in social studies teaching.

We thought it might be useful to begin our report with a specific description of two studies (or 'topics' or 'themes') that could be carried out in a primary classroom over a period of two or three weeks. It should be emphasised that we were not certain of age levels; these should be considered in future classroom experiments. In the first study, the children themselves, their families, their characteristics and interests, are used as the principal resource. The second study is more outward oriented and the local environment is the principal resource. Study 1 deals with the differences and similarities among human beings and we see it as supportive of a number of basic social studies objectives outlined in the conference by this committee and others. It was hoped that the types of resources and materials utilised in these studies would reveal the possibilities in this area.

STUDY 1—PEOPLE ARE THE SAME—PEOPLE ARE DIFFERENT (LOWER PRIMARY)

The teacher begins by asking the children to pair off one with the other in the class. She then invites one pair to come to the front of the room. She asks the class to observe them very carefully and then suggests they try to tell all the ways in which the two children are different from each other. (On the basis that differences could be fun.) Such a list might include:

height
weight
sex
skin colour
eye colour
hair colour
shape of ears
shape of head
shape of nose
clothing
jewelery or ornaments,
etc.

It may be useful to do some weighing and measuring in the process, particularly if arguments arise concerning who is taller or heavier.

The teacher lists the differences on the blackboard and then tries the same procedure with another pair. She may continue until a fairly extensive list of differences has been obtained or the children tire of the activity.

An alternative approach could be to divide the class into pairs, and ask them to work out their own lists together on paper. When a master list of differences has been obtained, the teacher should ask the children to see whether or not these qualities can be grouped (or classified) in some way. They would probably see some physical or cultural differences. Ultimately, such discussions could provide models of check lists for other studies.

At a later period the original pair of children is asked to return to the front of the room and the class is asked to think of all the ways in which the two children are *alike*. With the use of other questions this might easily move from the fairly obvious (two legs, two eyes, both are boys, etc,) to more subtle areas such as tastes, needs, habits, etc.

In the next phase of the study, we move from the structured to the unstructured—from teacher-led activities to child-centred activities. As a preparation, the classroom could be arranged in such a way as to allow movement and interaction among children and teacher. The teacher hands out to small groups of children a variety of pictures of people, clipped from old newspapers or magazines. These might include Africans, Asians, Europeans, etc, engaged in a number of activities. At this point *no assignment* is given; the teacher moves freely around the room seeking cues in the children's responses to the pictures and raising questions as she does so: for example, 'Do you think the people in these two pictures are alike in any way?' 'Could that be a family?' 'What are the people in this picture doing?' Children may ask, 'Why are these people wearing different clothes?' If so, it might be wise to turn such questions back to the children for discussion and reasoning.

In addition, children might act out or tell stories about the pictures, compare themselves in a variety of ways with other classes, draw pictures of themselves, their teachers, their families and friends, and perhaps make a 'book' (or a bulletin board display, e.g. a class-group 'photograph' of themselves) about 'people' or possibly a 'book' about 'me'. Similarly, clay, mud or straw figures might be made and utilised as stimuli for dramatic play or mime.

The materials necessary for such a study are:

the children themselves;
drawing paper;
pencils or crayons;
old newspapers and/or magazines;
blackboard and small chalk boards.

Other extension studies are based on a wealth of observed, pooled, and gradually structured, class and family information. They include data on: dress, food habits and customs, other customs and traditions, languages, traditional stories, tales and songs, religions, homes and ways of living, how people group themselves, livelihoods, transport, etc.

It should be emphasised at this point that the committee is concerned about the development of effective materials for teaching inter-cultural understanding both *within* a given nation, among African nations, and among the nations and peoples of the world. We think that it is entirely possible to involve teachers and children in a number of African nations in the collection of authentic descriptive material, data, photographs, artefacts, etc, that can be shared among nations. The mails can be used for the exchange of such data, and, unquestionably, the production of some inexpensive printed material dealing with the lifeways of others will be necessary.

In addition, ministries or departments of education as well as teacher training institutions and schools themselves may embark upon regional attempts to gather a variety of materials about Africa—materials created by both adults and children, ranging from children's pictures, models, etc, to written descriptions (obtained by interviews) of people, places, events, tribal practices and traditions, etc, in Africa.

The children's museum in Boston, Massachusetts, has recently begun its 'Matchbox' programme (Kits already exist on 'The City', 'Ancient Greece,' 'The Eskimo', etc,) Kits of materials of all kinds have also been developed in various countries to deal with specific topics that would be of interest to children. These kits are made available to schools on a lending basis. Similar kits could be assembled in Africa and distributed in the same way to schools.

Depending on available financial and other resources, such kits might be developed in conjunction with existing museums, and eventually be shared on a regional or international basis.

On the other hand, we would like to emphasise that bridging the gap between tribes and nations depends on a great deal more than materials. Artefacts, photographs, legends and other data are essentially *neutral.* A teacher may use such data to support stereotypes, to distort, or to criticise. It seems essential then, that teachers, (both through the teachers' guides that might accompany new teaching materials and in their education programmes) develop an understanding of the nature of culture as the social scientist understands that term. They should recognise for example, that social behaviour is *learned*; that practices of *all* societies make sense if one understands the assumptions that underly them, etc.

It is in this sense that our first study (People are the same, people are different) was suggested. That is, we see it as an attempt to help young children to grasp some of the basic ideas that are essential for international and intercultural understanding.

STUDY 2—THE MARKET (UPPER PRIMARY)

Another study that might be undertaken by older children—perhaps in upper primary—might deal with 'the market'. The emphasis would be on the market as a representative of society in microcosm and as a laboratory for the study of how people 'operate' rationally in the place where they live.

The intention is to establish skills and understandings, such as how people make practical decisions; and to show up some 'universals' (such as desirable locations and their economic value, natural groupings, time/distance, understandings, etc), which can be reinforced by later, more complex studies.

In exploring the functions or purposes of a market, one might try to push beyond the material and economic reasons to the social considerations involved, i.e. the market serves as a *social centre.*

1. Most studies would be introduced in the classroom possibly by questions such as: Who goes to the market? Do you like to go to the market? Why? Why do things cost what they cost? How do things get to the market? Why do we need a market? What would we do without one? Why do we *not* have certain items in our market? Why is the market where it is? Is this the best place for it?

2. First-hand studies out-of-doors (simple counts, plans, groupings of stalls, etc), would follow, and form the basis of making plans, computation, 'decision' discussions (possibly using small 'decision boards') etc.

3. Children might then begin to develop a list of criteria from the location of their own; market: for example:

By investigation:	*Development studies and concepts**
location in population centre	
size	average size of market spaces;
availability of shade and water	relationship to size of village or rural population
numbers of sellers, buyers	sellers and buyers different needs, e.g. stall placings and costs
relation to roads and paths	focal point-optimum point ideas
means of transport	how these change; changes in distance travelled
accessibility for scattered populations or villages;	the transport net or web
accessibility to public transport	
relationship to other markets	hierarchies in size of markets, goods sold, population served, etc.

4. Such criteria could then be applied to the location of other markets and/or to the hypothetical location of a 'best possible' market centre.

5. Comparisons might be made with other markets, e.g. with those in urban areas, those in other countries (sampans in China, American supermarket, etc); this would be done only if the children understood their own market reasonably well so that they would have a valid basis for comparison.

6. Materials and resources necessary for such a study might include: people (shopkeepers, stallkeepers, truck or lorry drivers, market supervisors, policemen, etc), who might be both observed and interviewed; paper, pencil, crayons; plastic sheeting and hardboard for the construction of 'decision boards' on which symbols such as stalls, or market site-access roads, might be manipulated; sand table; scrap wood, and empty product containers to build a 'school market'.

Proposals

Before turning to problems related to the implementation of the ideas suggested in this report, we would like to make a series of comments dealing with the development of teaching materials that in our judgement, cannot be left out of this document.

1. We would like to emphasise that the production of materials must be firmly based on *classroom experimentation.*

2. Enough materials ought to be produced so that individual nations may make choices. It is neither possible nor desirable to produce one set of materials for all. (This holds, of course, only if international and regional rather than national projects are undertaken.)

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* Not necessarily developed in the same phase of study.

3. The school is but one influence among many upon the development of social understanding among children. Parents, grandparents, and other people play a crucial role in the development of childrens' values, attitudes and knowledge. Therefore we recognise the importance of community and adult education as a means of complementing (rather than resisting) the educational progress of the schools.

4. There is nothing static about either materials and resources themselves or about the process of material and resource development. There is need, therefore, for the *continuous* development and evaluation of social studies resources and materials.

We can now turn our attention to the problem of *implementation*. Whatever we suggest is of course, tentative and subject to change. We cannot predict what funds will be available, which nations may be willing to work together, etc. Nevertheless, the following guidelines seem to be important.

1. It seems as if essentially *national* efforts with some mechanism for sharing on a regional basis offer the greatest possibility for success. Financial support and other assistance would be easier to come by if projects of this kind are developed.

2. *Africans* must take the major responsibility for the development and implementation of resources and materials projects. Overseas people may participate by relieving competent Africans from their regular jobs, so that they may devote their time to such projects.

3. It is essential that working groups and/or committees charged with the responsibility for materials developments should include teachers, inspectors, tutors and specialists of various kinds.

4. Specific projects that could be undertaken by one or more nations might include the following:

(*a*) the organisation of materials and resource development workshops on either local, national or international levels. Such workshops should be classroom- and child-centered;

(*b*) the organisation of a social studies materials and resources 'clearing house' or centre. Such a centre may not necessarily produce materials of its own, but would collect, organise and make available to schools and colleges the great variety of materials developed at workshops or produced by commercial firms, etc. This material could come from both African and other sources;

(*c*) a team of resource and materials specialists (including of course, classroom teachers) could be established by the Ministry of Education in a given country. Such a team might spend perhaps a year in the full-time collection and development of social studies materials.

5. If the above proposals or any similar ones are to be implemented it seems essential that a permanent committee should be appointed. Such a committee would consist of Africans from a number of nations. It might be more practical to organise East, West and Southern African committees with provision for periodic exchange of ideas. Such a committee (or committees) might be empowered to invite, at their discretion, the participation of members of CREDO, EDC and other individuals or organisations.

This committee should be, in a very real sense, an *action* committee, charged with the responsibility of consulting nations or groups of nations concerning specific proposals.

6. It is recommended that the follow-up committee should arrange for the production of a sample unit in social studies, from relevant classroom situations. Such a unit should be organised to demonstrate as clearly as possible the new approach in social studies.

7. It is imperative that specific proposals be both developed and submitted to the appropriate agencies for funding within *one year* from the conclusion of this conference.

Appendix I

Report of the working group on
EVALUATION AND EXAMINATIONS

1. Evaluation

It was thought important to consider evaluation in the belief that development work would take place in various countries and that those responsible for projects would wish to have them evaluated. On that assumption, we have considered how project work could be evaluated.

The extent to which the pupils have assimilated the necessary facts and grasped the necessary concepts can be fairly easily tested in a scientific way by formal examining techniques, but the development of attitudes and of such qualities as initiative and self-confidence can be most easily assessed subjectively.

We would assume that whether or not an integrated approach to social studies was followed through the school, the learning experiences and activities provided for the pupils would be carefully structured to provide essential historical, civic and geographical knowledge; the specific items of knowledge and the concepts to be mastered should be spelled out in the units of work which comprise the course, in which case there should be no difficulty about testing them, and testing them in a way which recognises that the approach is interdisciplinary. We regard such testing as an essential part of any evaluation procedure.

The assessment of the success of a social studies course outside the cognitive domain is more difficult, but must be attempted so that the teacher may know to what extent he has been successful in inculcating sound attitudes. We would expect that, in any country, the new approach to social studies would be implemented gradually, starting with pilot schemes in areas of different types (urban/rural; arid-areas; areas rich in vegetation, etc). A central project organisation would be necessary. We think that the project organisers could attempt to evaluate the success of the project in the non-cognitive areas by:

(*a*) sending visiting experts to sit in the classes and report back on carefully designed questionnaires;

(*b*) by having the teachers complete standard questionnaires, after training;

(*c*) by having pupils complete questionnaires;

(*d*) by sampling parental reaction. In rural areas, teachers are often in close touch with families and they could, by simple oral questioning, elicit information about the development of the pupils' attitudes to the family and to the local society, and about their growing sense of social responsibility.

We would, of course, expect that the objectives (not merely the cognitive ones) of each unit would be carefully spelled out in detail. The questionnaires to be completed by the teacher would be geared to those objectives.

It is easy to talk about questionnaires, but to devise them in practice is a task for an experienced expert. We cannot attempt to do this in the abstract; but we do feel that in the main the questionnaires should call for written comment rather than for answers of the 'Yes/No' variety, even though this makes the evaluation of the responses more difficult.

Teachers taking part in the project would have to be trained in the completion of questionnaires. This would be done at district level. As more schools joined the project, arrangements should be made with TTCs to ensure that students become familiar with reporting on the work of developmental projects.

Dramatisation would provide a valuable way of assessing the benefit gained from certain types of lessons (e.g. festivals; heroes), and also of measuring the development of self-confidence. Visitors and teachers should watch this work carefully. They should also study carefully the pupils' reports on their projects, because an essential outcome of a successful social studies course should be the development of power of expression. Oral accounts of work are important, and should be evaluated.

We think it should not be too difficult for teachers and visitors to appraise the success of a course in promoting inter-tribal, inter-racial and inter-religious respect, by observation, but we doubt whether at this level it is feasible to attempt to assess the development of international understanding.

Creativity, and probably enjoyment, can be evaluated by considering the pupils' drawings, craftwork, models, charts, instruments and dramatisation.

We would emphasise, finally, that before any detailed evaluation procedure could be developed, the objectives of a course would have to be worked out in detail; it would not be enough to say, for example, that we want the pupil to develop creativity; we have to say that we want the pupil to show evidence of creativity by doing certain definite types of thing in particular media of self-expression.

The ultimate test of the validity of the new approach is: how do the pupils behave after they have left school? Clearly, follow-up studies after pupils have left school would be desirable; but in practice it would be extremely difficult to carry out such studies.

2. Examinations

1. EXAMINATIONS FOR PRIMARY SCHOOL CHILDREN

An integrated social studies course is difficult to examine. Moreover, too much formal examining would inhibit the initiative of the teachers.

Examinations at the primary level are of two types:

(*a*) examinations to select secondary school entrants;

(*b*) examinations leading to the award of a leaving certificate.

Leaving certificate examinations are a necessary evil; they have to be held because many parents and employers want the children to have certificates and because they serve as an incentive to pupils and teachers. Selection examinations are also unavoidable, but experience has shown that adequate procedures can be based on testing the basic skills in the language of instruction and in mathematics. We therefore feel that tests in social studies should not be included in any selection examinations for secondary education. To include tests in social studies would reinforce the present tendencies to formalism and to cramming; it would be incompatible with the topic/discovery/activity approach.

On the other hand, we believe that social studies should be tested in the leaving school examinations for older pupils, even though it will be very difficult to devise suitable tests and most tests of social studies at this level have hitherto been unsatisfactory—usually demanding the memorisation of unrelated snippets of knowledge. The leaving test should:

(*a*) include the evaluation of course work (i.e. pupils' record books and projects);

(*b*) test pupils' judgment of situations;

(*c*) test knowledge of appropriate elements of geography, the social sciences, religious knowledge and relevant literature, and in particular a knowledge of geographical and scientific principles in relation to the pupils' environment. An effort should be made as far as possible to set questions requiring an integrated approach.

The assessment of course work would create great difficulty as more and more schools adopted this new approach. Clearly, this work would have to fall upon the inspectorates, who would have to visit schools to assess examples of classwork and to moderate the teachers' assessments. In order that accurate assessment of course work may be made, it would be necessary to devise standard pupils' record forms for the teachers to use. The problem of ensuring that the same standard was adopted throughout a country would be very difficult, unless a central team could devote itself to this work for several months before the examination; but there is a subjective element in all examinations, other than multiple-choice objective tests, and successful efforts can be and have elsewhere been made to reduce it.

The written examination should not be a test of memorisation; it must require a reasoning ability and self-expression. It follows that it should not consist exclusively of objective tests, even though, admittedly, experts can devise these so as to test reasoning ability.

It would be necessary for the written test to contain options to cater for the different kinds of environment of the pupils.

It is unlikely that a school-leaving examination could be devised which would reliably test attitudes, and it is questionable whether it is desirable to attempt to test attitudes in a certification examination.

2. EXAMINATIONS FOR TEACHER TRAINING COLLEGES

(*a*) *Entrance examinations*

A study group which considered the problems which would arise in teacher training as a result of adopting new approaches to social studies recommended that a research study be made of existing selection procedures and that consideration be given to devising tests of personality with a view to selecting potential teachers who have the intellectual flexibility, personal confidence and sensitivity which the new methods require. We warmly endorse this proposal, although we think it would not be an easy task to devise reliable personality tests valid for various parts of Africa. Such tests cannot be imported, and they will take a long time to devise; meanwhile, interview boards should look for these qualities as well as for intellectual ability.

Given that the number of candidates for entry to teacher training colleges is far in excess of the number of places, much more refined selection techniques than those now commonly used are needed. Consideration should be given to supplementing the tests of attainment by tests of scholastic aptitude, as well as by tests of personality if these can be devised and validated.

(*b*) *Leaving examinations*

If reliable and valid tests of personality can be devised, consideration should be given to using them as part of the leaving examinations. The results of such tests, however, should not be used for certification but only to determine which teachers could best be posted to schools in which experiments in new approaches to education were being conducted.

An obvious corollary of teaching trainee teachers how to use the discovery/activity methods involved in the new approach to primary education is that the examination papers on method will have to be restructured.